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ABSTRACT

Prepared for use in long-range planning in the Alamo Community College District (ACCD), this report presents an overview of the District and position papers containing data and interpretive discussion on five planning concerns. Following an overview of ACCD enrollments, personnel, and finances, the first position paper outlines population characteristics and trends in Bexar County and the ACCD and contrasts their growth. District enrollment potentials are assessed in the second paper, which reviews five-year enrollment trends, senior institution/community college enrollment ratios, and projections for the future. The third paper examines community priorities in the areas of skill development, economic growth, quality of life, and equitable distribution of job growth skills, and discusses their implications for education. The fourth paper looks at the present status of ACCD finances, covering the 1982-83 budget, local tax support, fund balances, and space and physical plant, and considers strategies and alternatives for funding policies. The fifth paper presents demographic data on students and faculty, and addresses strategic planning issues related to these groups. The final summary paper assesses the status of the community and the ACCD and discusses implications and emerging issues. Each paper is followed by a form to be used by the Community Advisory Council in responding and adding to the papers. Those for the first three papers are completed and summarized. (HAB)

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LONG-RANGE STRATEGIC PLANNING

for the

ALAMO COMMUNITY COLLEGE DISTRICT

POSITION PAPERS

Byron N. McClenney and Kay M. Moore
February, 1983

JC 830103

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THE ALAMO COMMUNITY COLLEGE DISTRICT

AN OVERVIEW

INTRODUCTION

The Alamo Community College District is a multi-college system established through a public election in 1945. The District includes two (2) accredited, comprehensive two-year colleges: San Antonio College, founded in 1925 by the Board of Regents of the University of Texas and the Board of Education of the San Antonio Independent School District; and St. Philip's College, founded in 1898 as a private institution. A third component of the District is the Southwest Center, which serves as an extension facility for programs and services of both colleges.

The District's geographical boundaries, established by the 1945 election, are not congruent with any other public jurisdiction. A map showing the boundaries in relation to Bexar County and to major area landmarks is provided on the following page.

A seven-member Board of Trustees governs the District. Trustees are elected at large for staggered six-year terms.

The philosophy, mission and goals for the District are included in this planning notebook. Also provided are "role and scope" statements which briefly describe the programs, activities and services offered by each of the District's major components.

ENROLLMENT

As the second largest community college district in Texas, the ACCD has a total headcount enrollment for Fall Semester, 1982, of 28,164 students in credit classes. In addition, the District's credit-free continuing education programs serve more than 20,000 students each year. Comparisons of District enrollment to other San Antonio colleges and universities and to other major Texas community college districts are provided below.

Table 1

COMPARISON OF 1982 FALL SEMESTER HEADCOUNT ENROLLMENTS

Institution	FALL, 1982
Texas' Largest Community College Districts	
ALAMO COMMUNITY COLLEGE DISTRICT	28,164
Dallas County Community College District	50,334
Houston Community College District	19,844
Tarrant County Junior College District	26,170
San Antonio Colleges and Universities	
ALAMO COMMUNITY COLLEGE DISTRICT	28,164
Incarnate Word College	1,357
Our Lady of the Lake University	1,608
St. Mary's University	3,315
Trinity University	3,103
The University of Texas at San Antonio	11,145

Alamo Community College District

A summary of ACCD enrollment information for Fall Semester, 1982, is provided on the following page. As indicated by the figures, a substantial majority (67%) of the District's students attend college on a part-time basis, while maintaining full- or part-time employment and attending to family and community responsibilities. Enrollments are almost evenly divided between day and evening students. For Fall, 1982, one-third (1/3) of ACCD's students have declared majors in the arts and sciences, with twenty-seven percent (27%) in occupational and technical programs and forty percent (40%) "undecided."

Geographical Distribution of Enrollment

A notable trend is illustrated by the fact that one-third (9,218) of the District's students are individuals who reside outside the geographical boundaries of the District, yet (in most cases) within Bexar County. Another indication of the expanding service area of the District is provided by an analysis of Fall, 1982, is displayed in Figure 1. When the zip codes are grouped into the traditional "quadrants" of the county, the results are approximately as follows:

Quadrant	Percent of District Enrollment	Quadrant Percentage Out-of-District
Southwest	25%	36%
Southeast	20%	5%
Northwest	28%	45%
Northeast	27%	31%

Thus, for example, of the ACCD students living in Bexar County, 28% are individuals residing in the Northwest quadrant; and of those students, approximately 45% live outside the District boundaries.

Student Demographics

Shown in Table 3 is a summary of ACCD student demographic characteristics for Fall, 1982. It is apparent from these figures that the community colleges serve a student population which is broadly representative of the community. The average student is twenty-eight (28) years old, and ages range from 16 to 73. While both SAC and St. Philip's serve a large number of traditional "college age" students, those recent high school graduates share classes with a growing proportion of employed older adults, "returning" women, active and retired military personnel, and senior citizens. Eighty percent (80%) of the District's students are continuing, rather than beginning, their collegiate education.

Almost exactly one-half of ACCD's students are female. At San Antonio College, fifty-five percent (55%) are women, while the proportion at St. Philip's College is thirty-five percent (35%). Married students comprise thirty-four percent (34%) of the enrollment at SAC and forty-eight percent (48%) at St. Philip's.

Reflecting the culturally diverse community in which we live, a majority of the Alamo Community College District's students are members of ethnic minority groups. District totals, provided in Table 3, show that 41% are hispanic, 11% black, and 44% non-hispanic white. In addition, 511 students (2%) are non-resident aliens. Ethnic group distributions for students at each of the colleges are also shown in the accompanying table.

Table 2

ALAMO COMMUNITY COLLEGE DISTRICT

Student Enrollment - Fall, 1982

	San Antonio College	St. Philip's College	District Total	Southwest Center*		
				SAC	SPC	TOTAL
TOTAL REGISTERED STUDENTS:	21,247	6,917	28,164	811	482	1,293
TOTAL CREDIT HOURS:	174,990	57,375	232,365	6,192	4,486	10,678
FULL-TIME EQUIVALENT: (Total Credit Hours ÷ 15)	11,666	3,825	15,491	412	299	711
Full-Time/Part-Time						
Full-Time: 12+ Hours	6,880 (32%)	2,419 (35%)	9,299 (33%)	204	184	388
Part-Time:	14,367 (68%)	4,498 (65%)	18,865 (67%)	607	298	905
Day/Evening						
Day Students:	9,952 (47%)	3,104 (45%)	13,056 (46%)	248	150	398
Evening Students:	9,161 (43%)	3,145 (45%)	12,306 (44%)	454	280	734
Concurrent Students:	1,645 (8%)	453 (7%)	2,098 (7%)	109	52	161
(No Response):	489 (2%)	215 (3%)	704 (2%)	---	---	---
Residency Status						
In-District:	11,778 (55%)	4,698 (68%)	16,476 (58%)	549	343	892
Out-of-District:	7,280 (34%)	1,938 (28%)	9,218 (33%)	255	138	393
Out-of-State:	2,189 (10%)	281 (4%)	2,470 (9%)	7	1	8
Declared Majors						
Arts and Sciences:	8,179 (38%)	1,061 (15%)	9,240 (33%)			
Occupational/Technical:	2,752 (13%)	4,773 (69%)	7,525 (27%)			
(Undecided/No Response):	10,316 (49%)	1,083 (16%)	11,399 (40%)			
Student Contact Hours						
Arts and Sciences:	2,237,728 (65%)	404,144 (28%)	2,641,872 (54%)			
Occupational/Technical:	1,227,792 (35%)	1,023,584 (72%)	2,251,376 (46%)			

*Southwest Center enrollments are included in the figures for San Antonio College, St. Philip's College, and District totals.

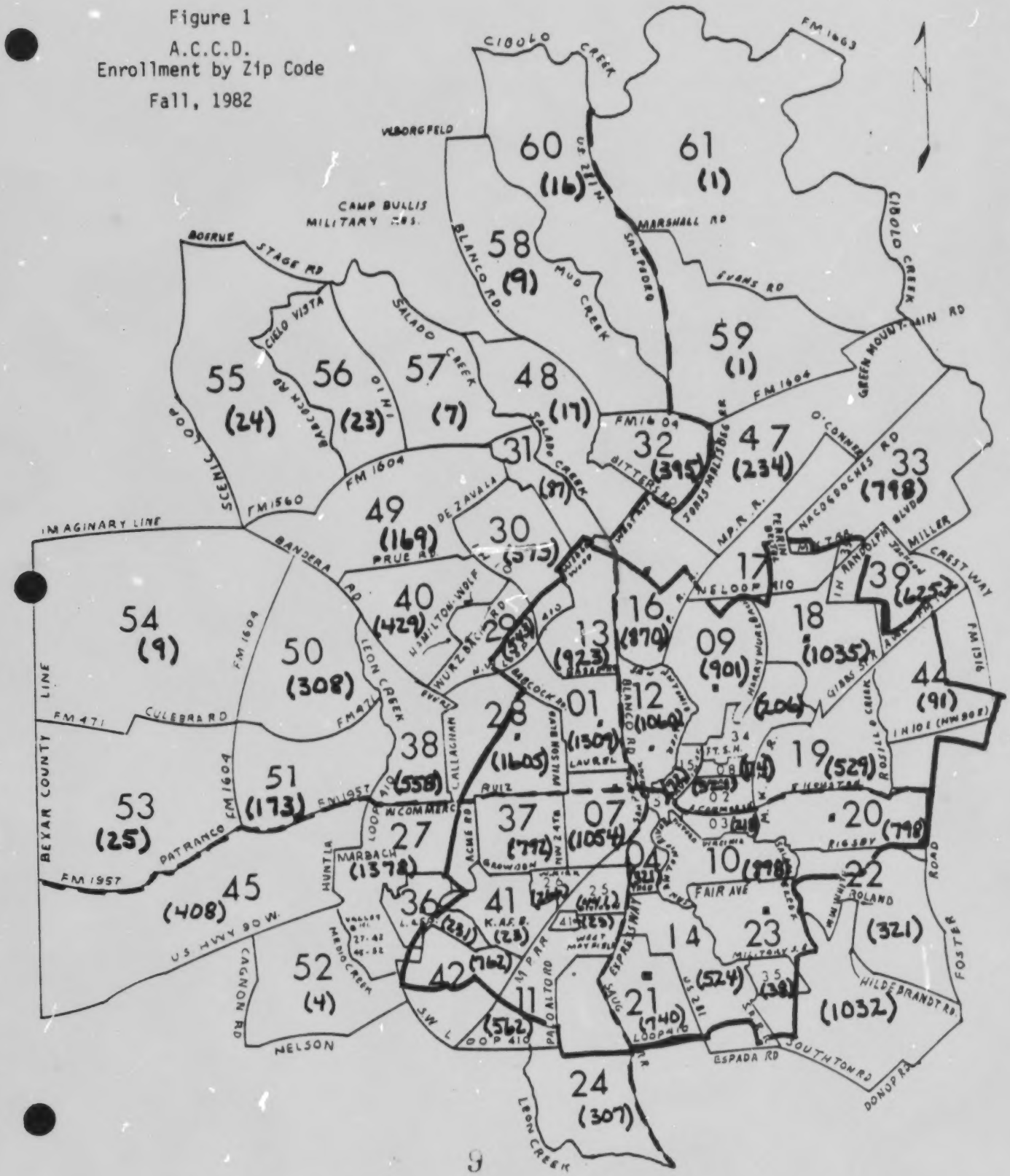
Table 3

ACCD STUDENT DEMOGRAPHIC CHARACTERISTICS

Fall, 1982

	SAC	SPC	District Total
SEX			
Male	9,540 (45%)	4,520 (65%)	14,060 (50%)
Female	11,707 (55%)	2,397 (35%)	14,104 (50%)
AGE			
Under 18	71 (.3%)	10 (.1%)	81 (.3%)
18-21	7,603 (36%)	1,652 (24%)	9,255 (33%)
22-24	3,434 (16%)	891 (13%)	4,325 (15%)
25-30	4,525 (21%)	1,693 (24%)	6,218 (22%)
31-35	2,274 (11%)	855 (12%)	3,129 (11%)
36-50	2,790 (13%)	1,424 (21%)	4,214 (15%)
51-64	516 (2%)	363 (5%)	879 (3%)
65 and over	23 (.1%)	22 (.3%)	45 (.2%)
(No response)	12 (.1%)	8 (.1%)	20 (.1%)
Average Age	26.9	30.4	27.8
ETHNIC GROUP			
White/Non-Hispanic	10,279 (48%)	2,099 (30%)	12,378 (44%)
Black/Non-Hispanic	1,391 (7%)	1,657 (24%)	3,048 (11%)
Hispanic	8,737 (41%)	2,691 (39%)	11,428 (41%)
Asian/Pacific Islander	271 (1%)	67 (.9%)	338 (1%)
American Indian	95 (.4%)	30 (.4%)	125 (.4%)
Non-resident Alien/ Foreign National	465 (2%)	46 (.7%)	511 (2%)
(No response)	9 (.1%)	327 (5%)	336 (1%)

Figure 1
A.C.C.D.
Enrollment by Zip Code
Fall, 1982



PERSONNEL

With its total of 1,471 full-time permanent employees, the Alamo Community College District is one of San Antonio's major employers. The distribution of employees by category and location is displayed in Table 4. In addition, more than 700 persons are employed as part-time faculty members at the two colleges. As a consequence of the labor-intensive nature of the educational process, personnel costs account for almost 84% of the District's annual educational and general expenditures. Figure 2 provides a comparison of budget expenditures as percentages of the total educational and general budget.

Organizational charts for the two colleges and the District offices are appended hereto.

DISTRICT FINANCE

Graphic presentations of Alamo Community College District revenues and expenditures for 1981-82 and 1982-83 are presented in Figures 3 and 4. The primary sources of revenue for the District are state funds, tuition and fees, and local taxes. However, in the current fiscal year (1982-83), local taxes account for only 4.42% of revenue, while interest income provides a slightly larger share.

A summary of ACCD general fund revenues and expenditures for 1981-82 and 1982-83 is provided in Table 5. As indicated, the total general fund expenditure budget for 1982-83, including auxiliary enterprises, is $52,063,439. However, that total does not include $2.3 million in capital projects (to be financed from the District's fund balance) and approximately $5.6 million in projected federal program expenditures. Thus, when those capital and federal funds are included, the Alamo Community College District's total projected expenditures for 1982-83 are very close to $60 million.

Table 4

ALAMO COMMUNITY COLLEGE DISTRICT

POSITION STAFFING SUMMARY
1982—83

	DISTRICT OFFICES	SAN ANTONIO COLLEGE	ST. PHILIP'S COLLEGE	SOUTHWEST CENTER	TOTAL
District Administration	13	0	0	0	13
District Administrative Staff	6	2	0	0	8
District Professional Staff	35	1	1	0	35
College Administration	0	16.8	15	1	32.8
College Professional Staff	0	32.3	11	4	47.3
Faculty Instructors	0	478.35	200.7	0	679.032
Faculty Non-Instructional	0	43	17	5	65
Classified	73	324.35	166.3	25	388.65
Totals	127	900	411	33	1471

Figure 2

ALAMO COMMUNITY COLLEGE DISTRICT

COMPARISON OF BUDGET EXPENDITURES AS PERCENTAGES OF TOTAL BUDGET

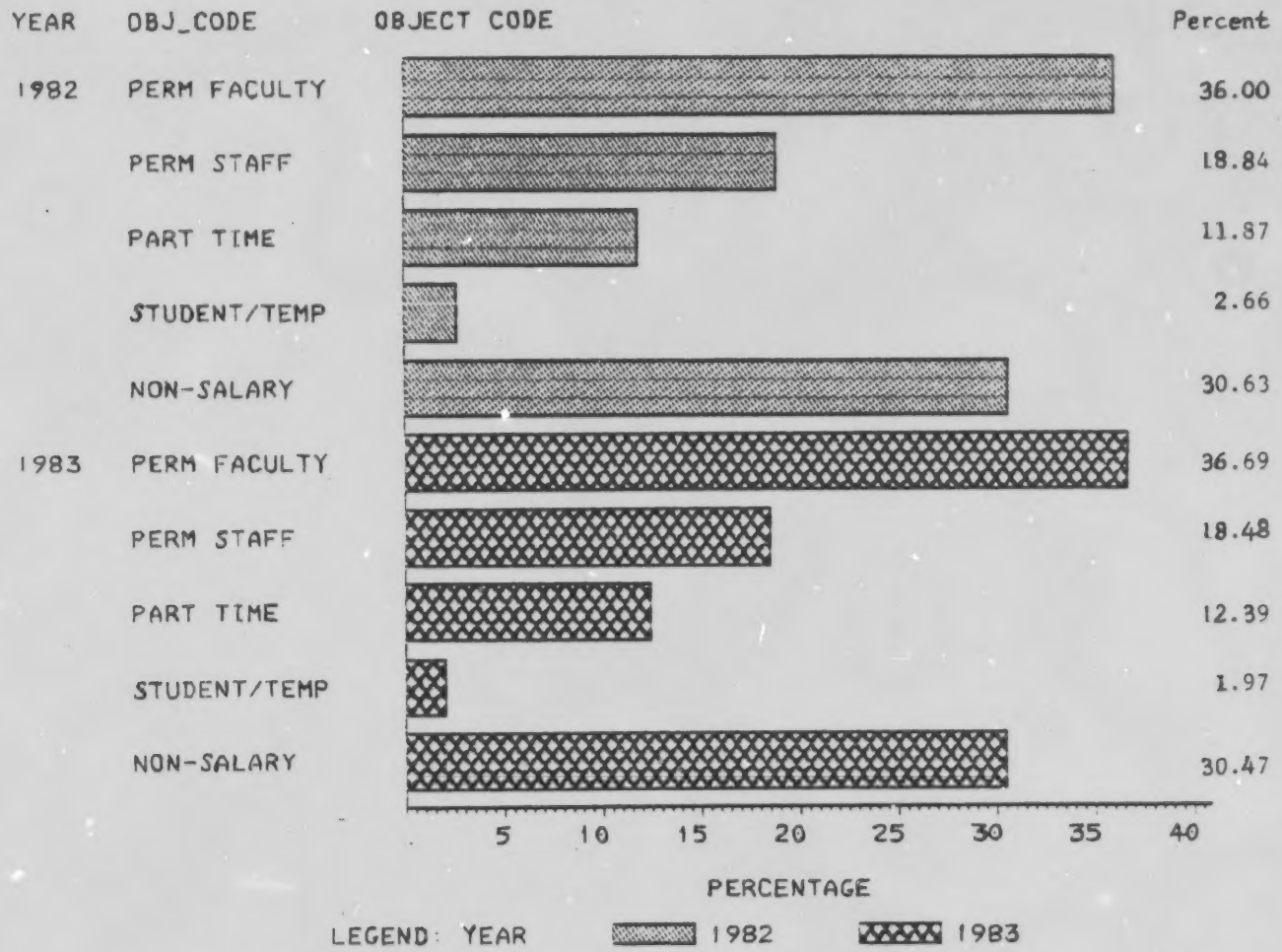
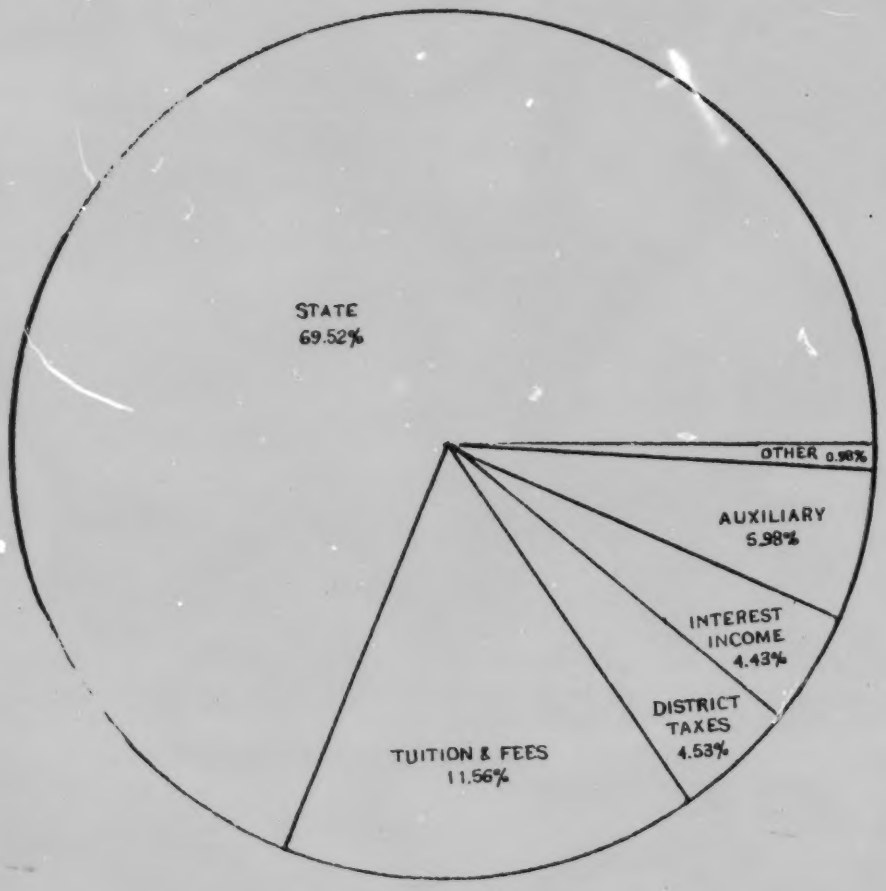


Figure 3

ALAMO COMMUNITY COLLEGE DISTRICT

BUDGET 1981-82

REVENUES



EXPENDITURES

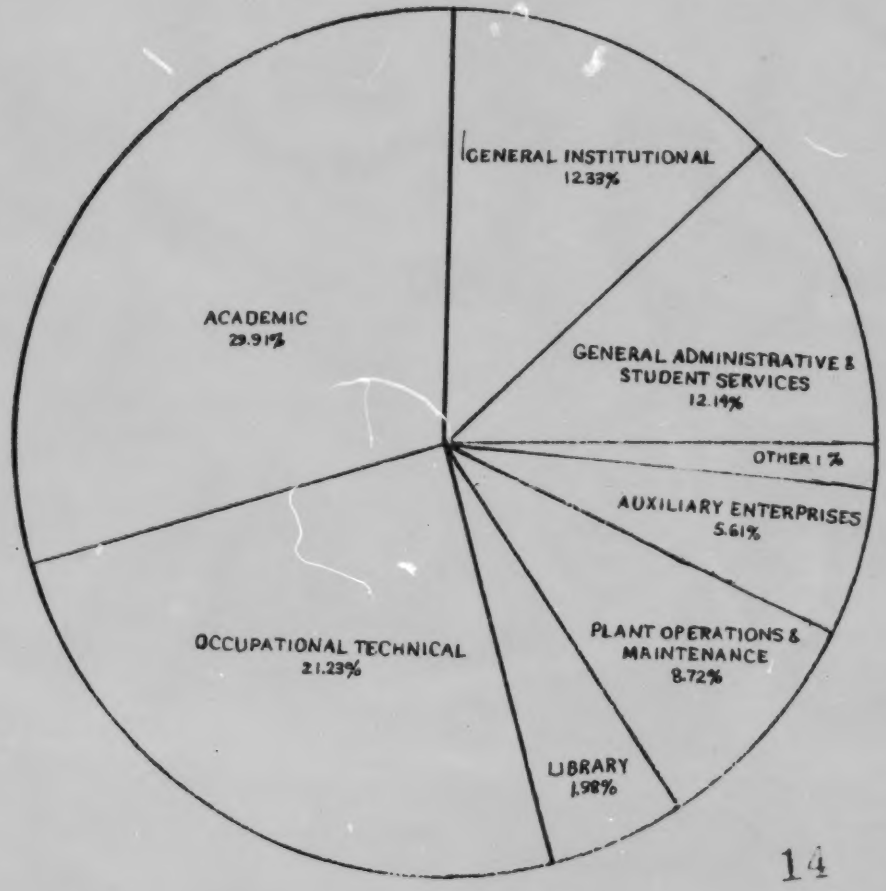
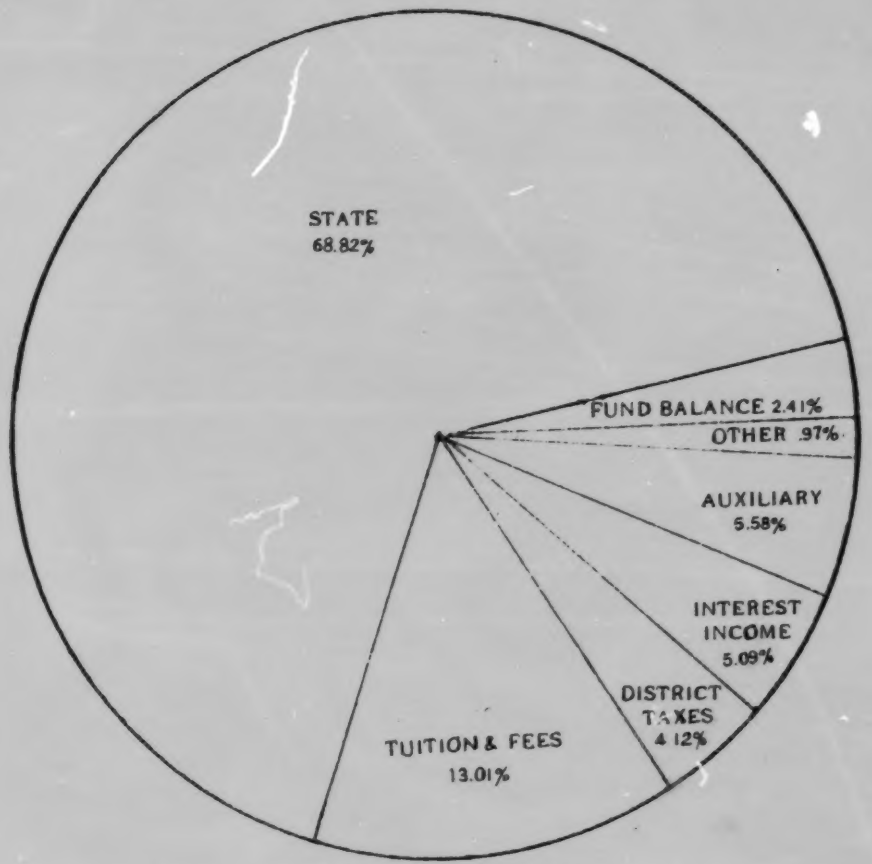


Figure 4

ALAMO COMMUNITY COLLEGE DISTRICT

BUDGET 1982-83

REVENUES



EXPENDITURES

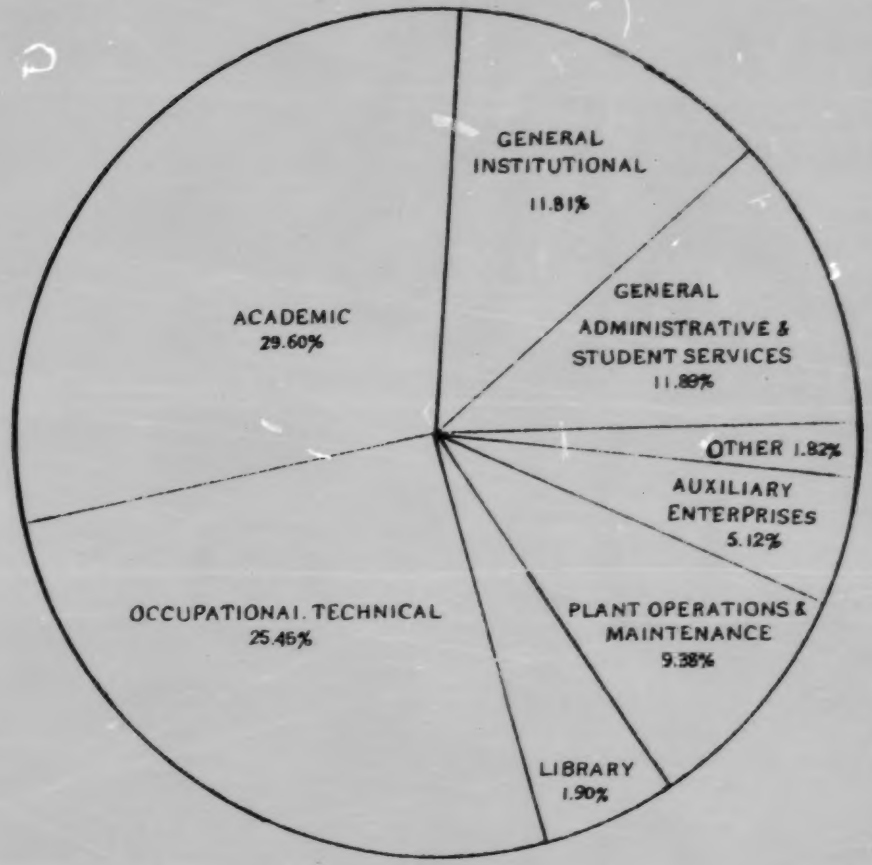


Table 5

ALAMO COMMUNITY COLLEGE DISTRICT

SUMMARY OF REVENUES AND EXPENDITURES
BUDGET 1982-83

GENERAL FUND

DESCRIPTION	1981-82	1982-83
REVENUE		
STATE SOURCES	$ 32,948,950	$ 35,831,096
FEDERAL SOURCES	274,700	328,977
TUITION & FEES	6,900,830	6,774,707
DISTRICT TAXES	2,147,817	2,142,500
LOCAL SOURCES - OTHER INCOME	2,229,200	2,778,200
TOTAL EDUCATIONAL & GENERAL REVENUE	$ 44,501,497	$ 47,855,480
AUXILIARY REVENUE	$ 2,836,300	$ 2,905,224
SERVICE DEPARTMENT REVENUE	59,100	50,000
TOTAL REVENUE	$ 47,396,897	$ 50,810,704
TRANSFER FROM FUND BALANCE	0	1,252,735
TOTAL REVENUES AND TRANSFERS	$ 47,396,897	$ 52,063,439
EXPENDITURES		
GEN ADMIN & STUDENT SERVICES	$ 5,737,966	$ 6,192,540
GENERAL INSTITUTIONAL EXPENSE	5,906,395	6,163,210
INSTRUCTION - ACADEMIC	14,189,446	15,408,937
OCCUPATIONAL - TECHNICAL	11,485,956	13,251,094
LIBRARY	2,359,222	2,553,370
EXTENSION & PUBLIC SERVICES	203,956	215,457
PHYSICAL PLANT OPERATION & MAINT	4,264,972	4,882,969
SPECIAL ITEMS		112,200
TOTAL EDUCATIONAL & GENERAL EXPENDITURES	$ 44,147,913	$ 48,779,777
SERVICE DEPARTMENTS	$ 81,280	$ 70,360
AUXILIARY AND STUDENT ACTIVITIES	2,617,704	2,663,302
TRANSFERS	450,000	450,000
FEDERAL PROGRAM SCHOLARSHIPS	100,000	100,000
TOTAL GENERAL FUND EXPENDITURES	$ 47,396,897	$ 52,063,439

POPULATION CHARACTERISTICS AND TRENDS

BEXAR COUNTY AND THE ALAMO COMMUNITY COLLEGE DISTRICT

DEMOGRAPHIC PROFILE

A summary of Bexar County population characteristics, based on the 1980 Census, is provided in Table 1. The discussion below offers a brief overview of changes which occurred during the period from 1970 to 1980.

Population

The population of Bexar County increased 19.1% from 1970 to 1980, from 830,460 to 988,800. The San Antonio SMSA, which includes Bexar, Comal, and Guadalupe Counties, experienced during the same period a population growth of 20.7%, for a 1980 total of 1,071,954. The SMSA increase was considerably less than the increase in the Houston SMSA (44.3%) and slightly less than the increases in the Dallas SMSA (24.5%) and in the state of Texas (26.4%).

Analysis by census tract series (Figure 1) indicates that the major growth for Bexar County was in the "1200" census tracts (+74.8%) and in the "1800" census tracts (+63.1%). Those census tracts are located in the northwest and northeast sectors of the county, respectively. Analysis by traditional "quadrants" of the county (Figure 2) indicates population increases of 31.3% for the northwest quadrant, 35.6% for the northeast, 2.3% for the southwest, and .8% for the southeast.

Housing

During the period from 1970 to 1980, the number of housing units in Bexar County increased by 38.6%, from 249,025 to 345,703. At the same time, the number of persons per household decreased from 3.40 to 2.98. Figure 3 illustrates housing unit change by quadrants of the County.

Age Distribution

The only significant changes in the age distribution of the population of the San Antonio SMSA were an increase in the percentage of persons in the 25-34 age group (+4%) and a proportional decrease in the number of individuals below 18 years of age (-5%). The percentage of 18-24 year olds (the traditional college-age population) remained constant from 1970 to 1980.

Employment

During the period from 1970 to 1979, the San Antonio SMSA experienced decreases of seventeen percent (17%) in federal civilian employment and twenty-three percent (23%) in military employment. However, substantial gains were recorded for state and local government employment (+43%), transportation, communication, and public utilities (+47%), and trade (+43%). The largest increase in local employment occurred in the construction industry (+78%).

Table 1

POPULATION CHARACTERISTICS OF BEXAR COUNTY

(1980 Census)

	Number	Percent
TOTAL POPULATION	988,800	100.0%
ETHNIC/RACIAL CHARACTERISTICS		
Anglo	448,856	45.4%
Hispanic	460,911	46.6%
Black	69,201	7.0%
Other	9,832	1.0%
AGE DISTRIBUTION		
0-4	83,702	8.5%
5-9	86,820	8.8%
10-14	86,839	8.8%
15-19	102,542	10.4%
20-24	97,319	9.8%
25-29	87,800	8.9%
30-34	76,608	7.7%
35-44	105,952	10.7%
45-54	93,529	9.5%
55-59	46,054	4.7%
60-64	35,770	3.6%
65-74	52,601	5.3%
75-84	25,947	2.6%
85+	7,377	.8%
Median Age = 27.1 years		
SEX		
Male	479,755	48.5%
Female	509,045	51.5%
HOUSING UNITS	345,203	
PERSONS PER HOUSEHOLD	2.98	

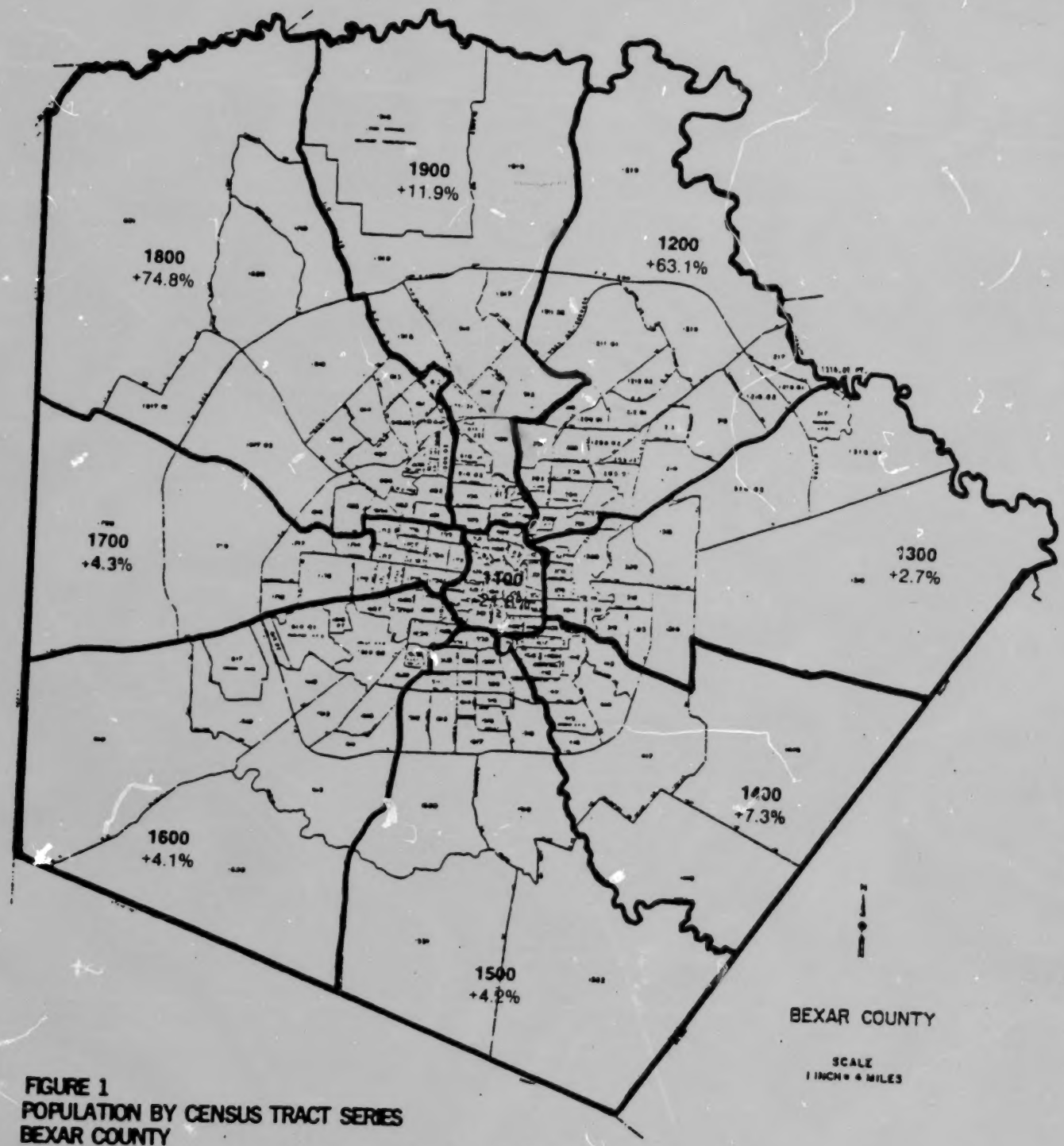
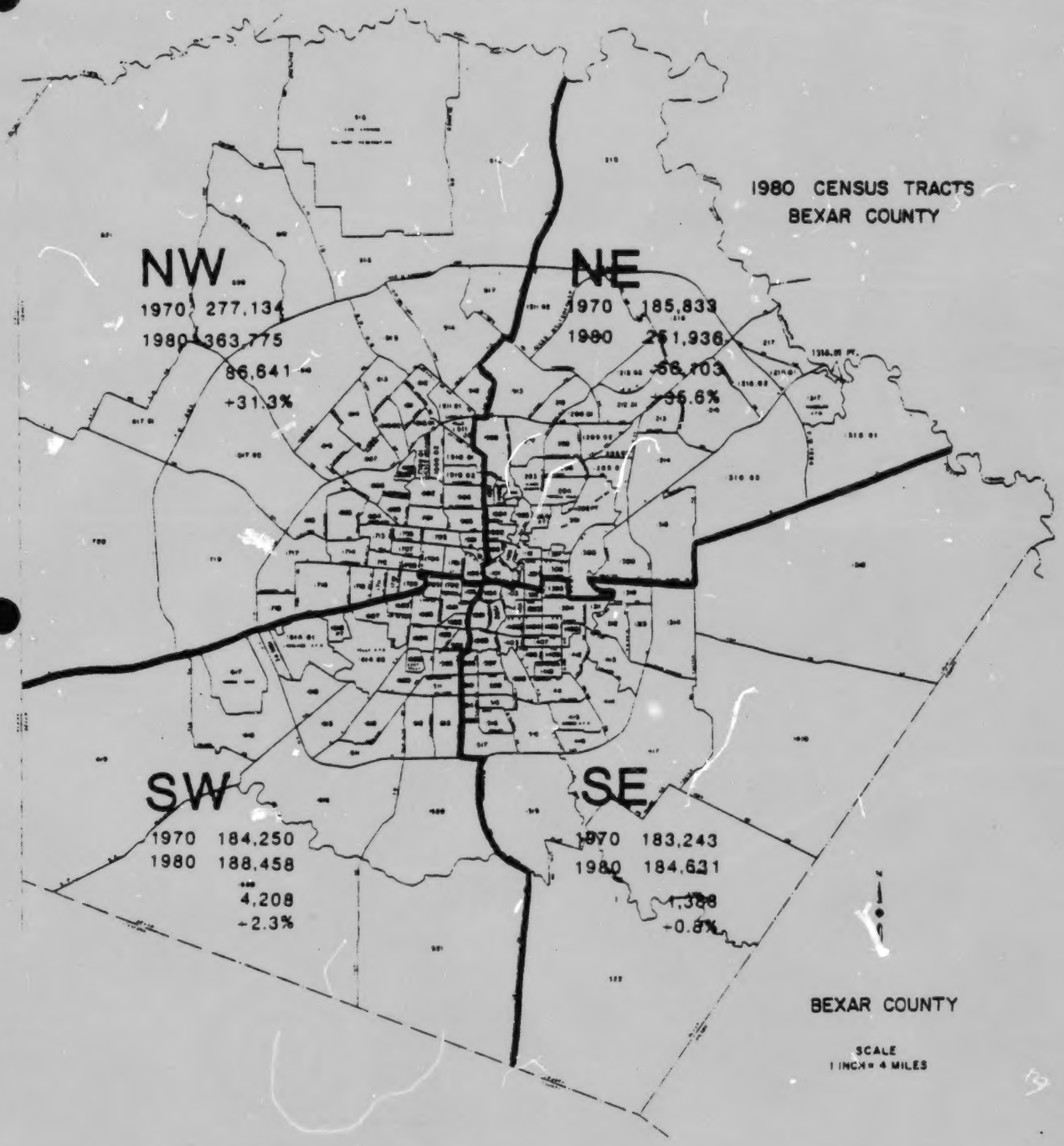


FIGURE 1
POPULATION BY CENSUS TRACT SERIES
BEXAR COUNTY
1980 CENSUS

FIGURE 2

POPULATION GROWTH BY QUADRANTS



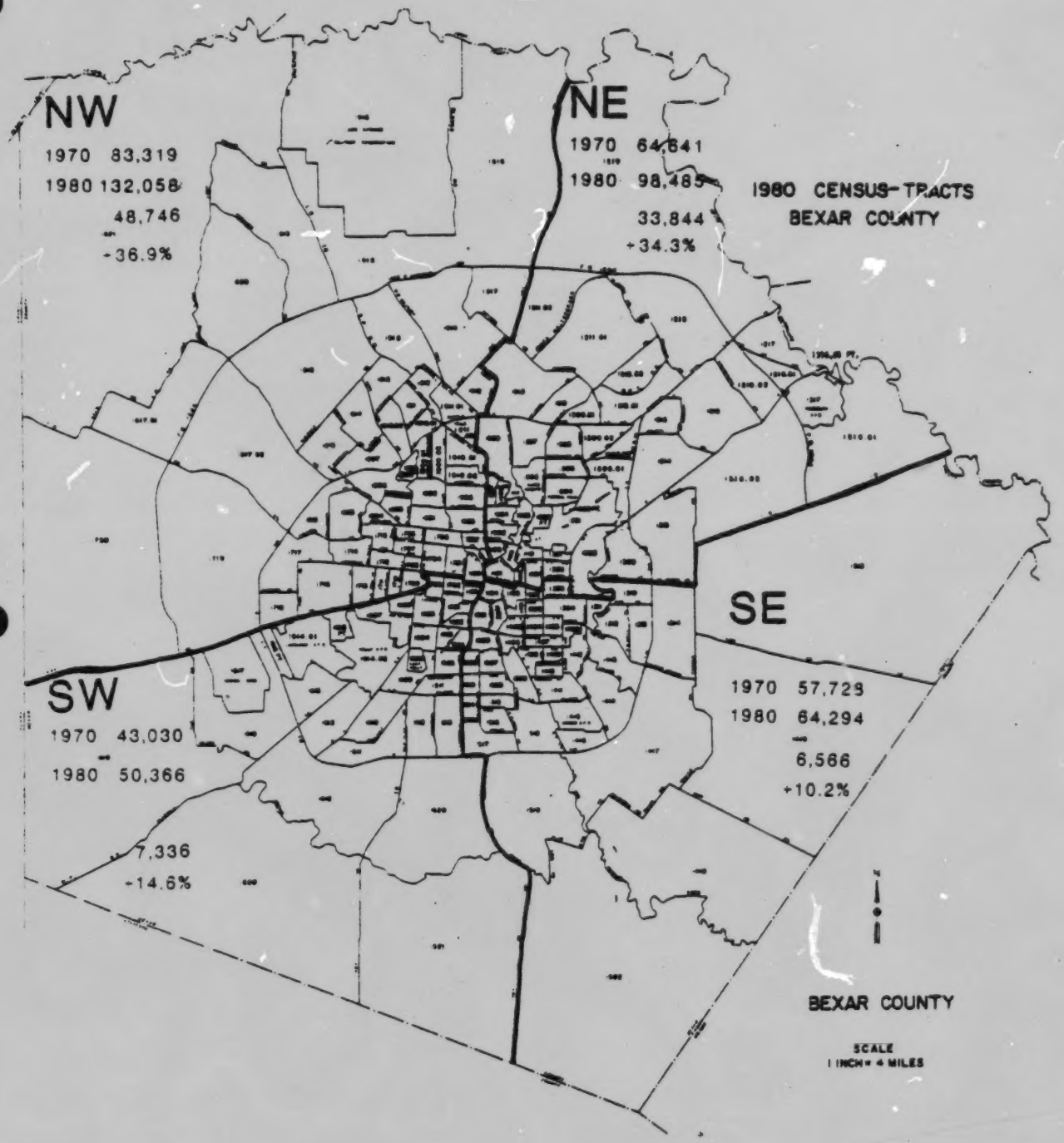
Map Source: Alamo Area Council of Governments

PREPARED BY: DEPARTMENT OF PLANNING, CITY OF SAN ANTONIO - JANUARY 1980

SOURCE: ADVANCE REPORT MARCH 1981

FIGURE 3

HOUSING UNIT CHANGE BY QUADRANTS



Map Source: Alamo Area Council of Governments

PREPARED BY: DEPARTMENT OF PLANNING, CITY OF SAN ANTONIO – JANUARY 1980

Source: 1980 Census of Population and Housing Bureau of the Census October, 1981

Employment

Apart from the decrease in federal military and civilian employment, the structure of the San Antonio economy (as depicted by the distribution of employment in major industry groups) did not change significantly during the 1970s. The traditional concentration of employment in the trade and service industries increased, while manufacturing employment remained relatively constant. Notably, there was a decline in the percentage of manufacturing employment (relative to other industrial sectors) in the Dallas and Houston SMSAs during the same period.

Although total employment in the San Antonio SMSA rose markedly between 1970 and 1979, its share of Texas industrial employment decreased.

Personal Income

A substantial increase in personal and per capita income was recorded for San Antonio during the 1970s. Nonetheless, the per capita income of the San Antonio SMSA lags far behind that of Dallas and Houston as well as behind that of Texas and the U.S. According to the 1980 census, the median income for San Antonio is among the lowest in the country, with a large number of households in the poverty level of income.

The city is highly dependent on government spending at the federal, state, and local levels. Decreases in income from federal sources have been only partially compensated by increased expenditures of local government.

Hourly earnings are considerably less in San Antonio than in Dallas and Houston, due both to lower hourly pay for comparable occupations and to the greater proportion of San Antonio workers in job categories commanding lower salaries.

Summary: 1980 Status

The available information on population, housing, employment, and personal income indicates that San Antonio is growing; but its rate of growth is slower than that of other major Texas metropolitan areas and that of the state as a whole.

PROJECTED POPULATION TRENDS

Based upon actual census of the population for 1980, the Texas 2000 Commission has projected a 24.4% increase in statewide population from 1980 to 1990. However, during the same period, a projected shift in the age group composition of the state's population will have significant implications for educational planning. In general, according to the Texas 2000 report, the state's population will grow older over the next ten (10) to twenty (20) years. The largest increase in terms of both numbers and percentages is projected for the 35 to 49 year age group. Reflecting the aging of the "baby boom" generation, this group may grow as much as fifty-eight percent (58%) by 1990. A forty-seven percent (47%) increase is projected for the 65 and over age group. The smallest gain (14%) is anticipated for the group aged 20 to 34, with moderate increases projected for other age groups.

PROJECTED POPULATION TRENDS

With respect to the impact of population changes on higher education, the Texas 2000 report states:

> The traditional pool of undergraduates (from 18 to approximately 22 years) will grow slowly during the next ten (10) years, and the 20-24 year age group may actually decline slightly. Projected growth from 1990 to 2000 is a little higher. Enrollments in institutions of higher education are generally more difficult to predict as declines may be offset by larger numbers of (adult) part-time students, mid-career students, etc. . . More students may choose to attend vocational and community colleges as the cost of a four-year college education continues to rise and the associated economic benefits decline.

The Texas Department of Water Resources projects a twenty percent (20%) increase in Bexar County population between 1980 and 1990. According to the City of San Antonio's Department of Planning, the most significant growth (in terms of population, housing, and commercial development) is occurring in the northeast and northwest sectors of the county. Age group projections based on the 1980 Census are not yet available for Bexar County. While local trends may vary slightly from those for the state as a whole, the safest assumption would be that the trends (if not the precise percentages) will be similar.

CONTRAST IN GROWTH: BEXAR COUNTY AND THE ALAMO COMMUNITY COLLEGE DISTRICT

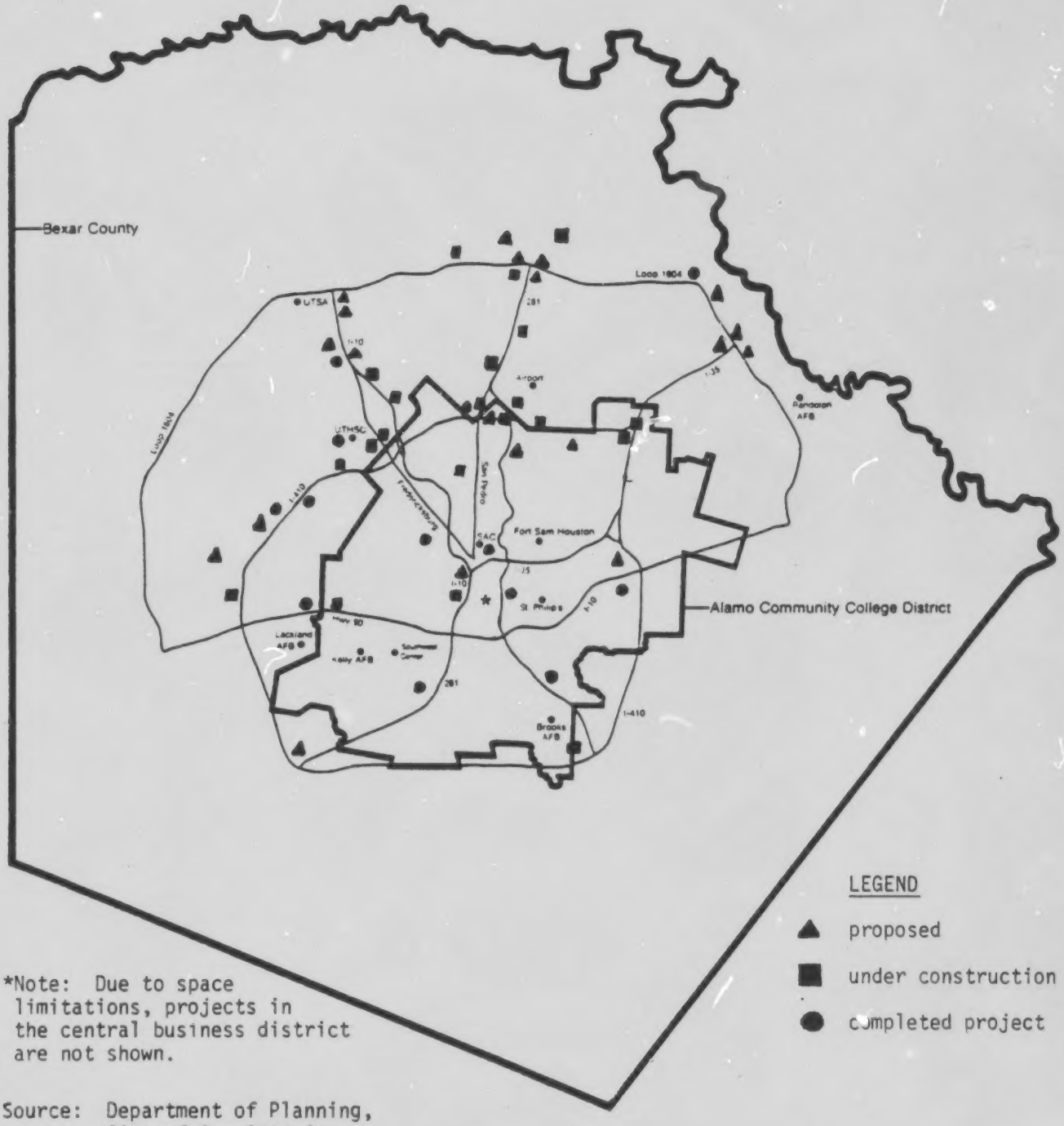
According to a study by the City of San Antonio's Department of Planning, Bexar County's most intensive growth activity (in terms both of population and housing) is occurring in census tracts located outside the boundaries of the Alamo Community College District. At the present time, approximately sixty-six percent (66%) of the County's population and sixty-seven percent (67%) of its housing units are included in the District. However, those proportions are likely to decline very rapidly because of the extensive development, both current and projected, outside of Loop 410 in the west, northwest, and northeast sectors of the county. Figure 4 provides a graphic illustration of Bexar County residential and commercial growth activity in relationship to the geographical boundaries of the District.

The implications of these contrasts in growth activities for areas inside and outside the ACCD are twofold: (1) The District is limited in its ability to respond flexibly and comprehensively to the educational needs of its service area; and (2) the District's revenue from local property taxes is restricted by the exclusion of large, rapidly developing segments of the County. More detailed information on the financial implications will be provided in a forthcoming paper.

FIGURE 4

Alamo Community College District

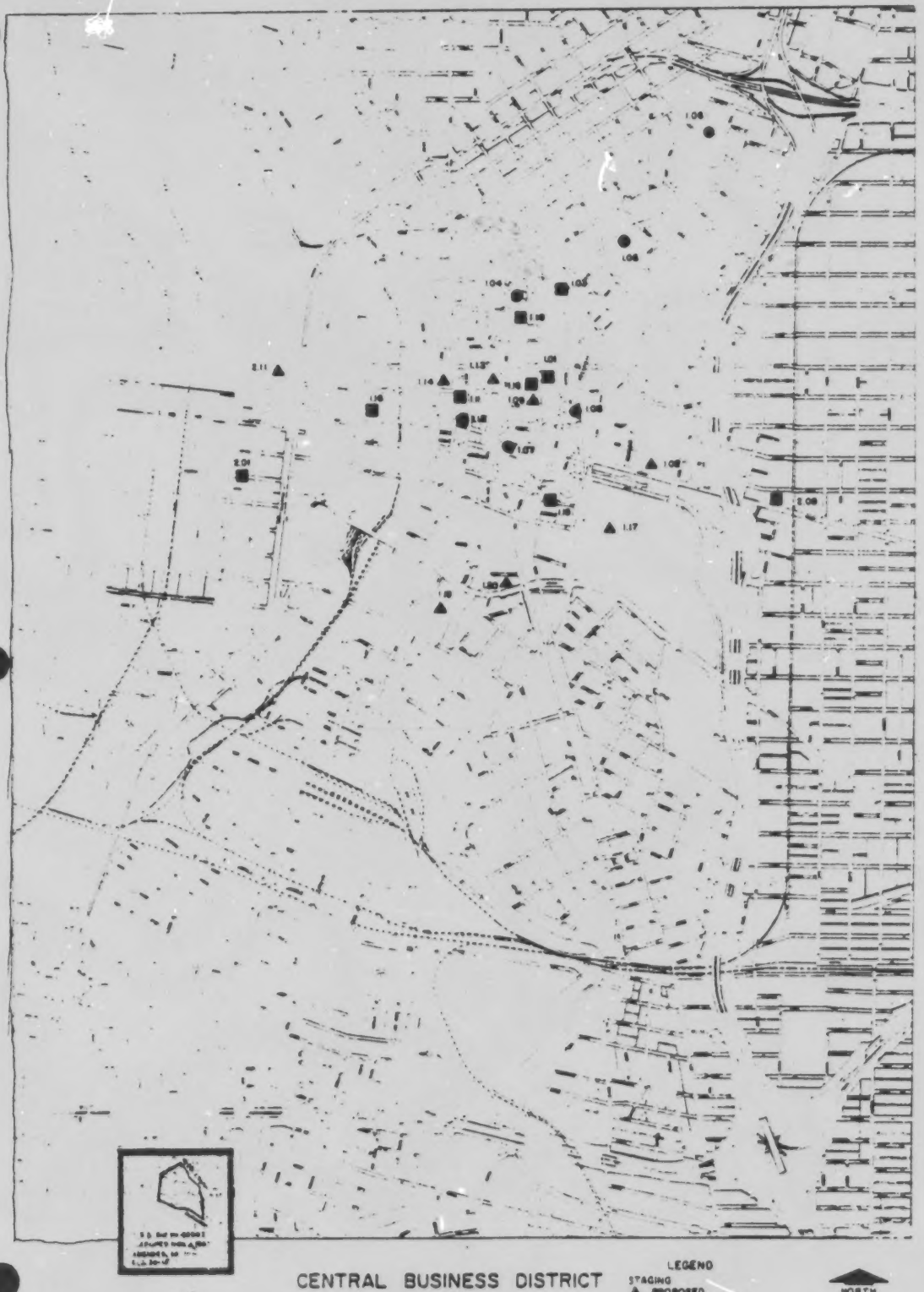
IN RELATIONSHIP TO BEXAR COUNTY GROWTH ACTIVITY



*Note: Due to space limitations, projects in the central business district are not shown.

Source: Department of Planning, City of San Antonio

CENTRAL BUSINESS DISTRICT
GROWTH ACTIVITY



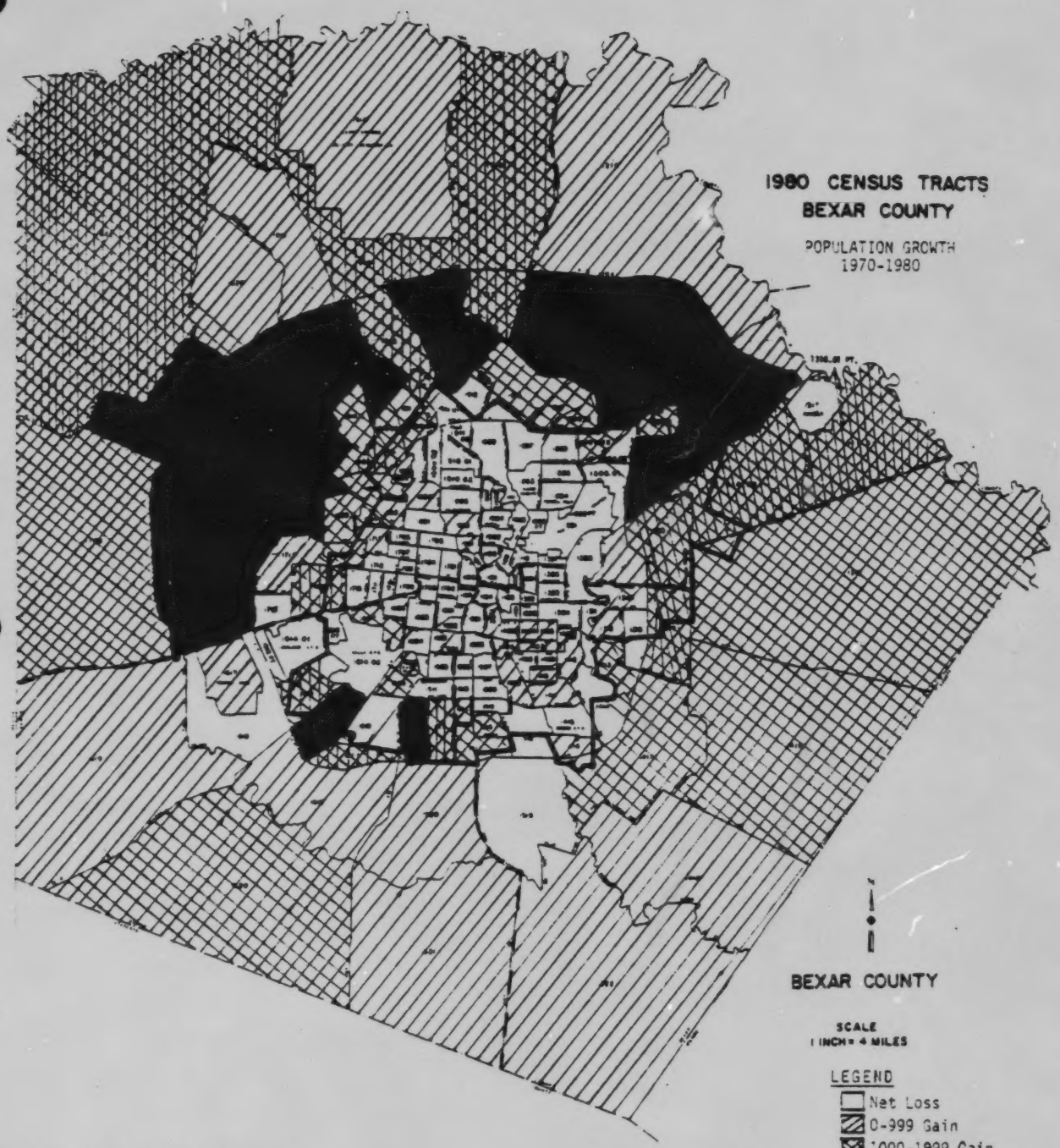
CENTRAL BUSINESS DISTRICT
INSET

LEGEND
STAGING
▲ PROPOSED
■ UNDER CONSTRUCTION
● COMPLETED PROJECT

NORTH

DEPARTMENT OF PLANNING -- DATA MANAGEMENT

BEST COPY AVAILABLE



Map Source: Alamo Area Council of Governments

REPARED BY: DEPARTMENT OF PLANNING, CITY OF SAN ANTONIO - JANUARY 1980

ALAMO COMMUNITY COLLEGE DISTRICT -- DECEMBER, 1982

REFERENCES

City of San Antonio and The Human Resources Management and Development Program, College of Business, UTSA, "Brief for a Round Table Discussion on the Future of San Antonio," April, 1982.

City of San Antonio Department of Planning, "San Antonio: Tomorrow," 1982.

Texas 2000 Commission, Texas Past and Future: A Survey. Austin: Office of the Governor, March, 1982 (revised).

U.S. Department of Commerce, Bureau of the Census, Advance Report, 1981.

RESPONSE SHEET

POPULATION CHARACTERISTICS AND TRENDS

BEXAR COUNTY AND THE ALAMO COMMUNITY COLLEGE DISTRICT

Based on the information presented in this paper and in light of your own knowledge of the community, please respond to the following statements. Indicate the extent to which you agree or disagree by circling the appropriate number on the response scale:

1 = strongly disagree
2 = moderately disagree
3 = somewhat disagree
4 = (no opinion)
5 = somewhat agree
6 = moderately agree
7 = strongly agree

Space is provided for comments and suggestions following each set of related statements.

1. The position paper provides an adequately clear and complete summary of pertinent and currently available information about population characteristics and trends.

1 2 3 4 5 6 7

MEAN = 6.4 MODE = 7
RANGE = 5-7 MEDIAN = 6.5

What additional information might be helpful? *Income, education, and age distribution by census tract**Median income in- vs. out-of-district** Employment by geographic areas**Comparison with other districts: (1)% of income from local taxes; (2)% of enrollment in OCC/TECH

Comments: *Program development should be based on needs of all groups, but with emphasis on targeted age groups projecting largest percentage increases.

Assuming no change in District boundaries and campuses as presently constituted, ACCD planning might be guided by the following assumptions for the period from 1980 to 1990:

2. a. The numerical and percentage increases in population within the District will be considerably smaller than those for areas outside ACCD boundaries.

1 2 3 4 5 6 7

MEAN = 6.3 MODE = 7
RANGE = 1-7 MEDIAN = 7

RESPONSE SHEET
POPULATION CHARACTERISTICS AND TRENDS
BEXAR COUNTY AND THE ALAMO COMMUNITY COLLEGE DISTRICT

2. b.	The in-District population will probably be relatively older than the out-of-District population.	1 2 3 4 5 6 7 MEAN = 5.7 MODE = 7 RANGE = 1-7 MEDIAN = 6
c.	As the in-District population ages, the number of persons per housing unit may be expected to decrease, thus contributing to a slower rate of growth.	1 2 3 4 5 6 7 MEAN = 6.0 MODE = 7 RANGE = 1-7 MEDIAN = 7
d.	Ethnic minority group populations will tend to be more concentrated within District boundaries, while the proportion of Anglo residents will be relatively greater in out-of-District areas.	1 2 3 4 5 6 7 MEAN = 6.4 MODE = 7 RANGE = 5-7 MEDIAN = 7
e.	Relative to Bexar County as a whole, the District will encompass an increasing proportion of the County's economically and educationally disadvantaged residents.	1 2 3 4 5 6 7 MEAN = 6.4 MODE = 7 RANGE = 5-7 MEDIAN = 7
f.	The projected growth pattern for county population and housing will result in a rapidly increasing proportion of ACCD students who reside <u>outside</u> District boundaries but <u>inside</u> Bexar County.	1 2 3 4 5 6 7 MEAN = 6.7 MODE = 7 RANGE = 6-7 MEDIAN = 7
g.	Concurrently, the growth pattern for residential and commercial development will result in a decrease in the proportion of the County's property tax base which is encompassed by ACCD boundaries.	1 2 3 4 5 6 7 MEAN = 5.8 MODE = 7 RANGE = 1-7 MEDIAN = 6

Comments: *Downtown commercial development <u>may</u> keep pace with out-of-district** Planning should be based on community-wide needs and forecasts**ACCD should be responsive to increased demands for occupational & technical programs--re-prioritizing commitments if necessary**Better to be "outstanding" in a few specialized areas than "average" in many**Service and revenue needs indicate necessity to expand District boundaries; should provide for single member districts for Board of Trustees**

RESPONSE SHEET
POPULATION CHARACTERISTICS AND TRENDS
BEXAR COUNTY AND THE ALAMO COMMUNITY COLLEGE DISTRICT

3. Given the information provided, and assuming the availability of alternative strategies for expanding community college programs and services, the ACCD might be guided by these additional assumptions:

a.	Projected county-wide population increases portend an increased demand for educational programs and services.	1 2 3 4 5 6 7 MEAN = 6.5 MODE = 7 RANGE = 5-7 MEDIAN = 7
b.	Changes in age group composition of the population indicate an increasing demand for programs and services suited to the needs of the older (usually part-time) student.	1 2 3 4 5 6 7 MEAN = 6.6 MODE = 7 RANGE = 6-7 MEDIAN = 7
c.	Growth patterns for the County indicate that the centrally located existing campuses of ACCD may be relatively distant from the residences and work places of large segments of the current and future population.	1 2 3 4 5 6 7 MEAN = 5.8 MODE = 7 RANGE = 2-7 MEDIAN = 6
d.	Alternative strategies should be identified through which community college programs and services may be made more accessible to potential students.	1 2 3 4 5 6 7 MEAN = 6.5 MODE = 7 RANGE = 5-7 MEDIAN = 7
e.	Alternative strategies for resource development must take into account both the special educational needs of current District residents and the increasing proportion of prospective students who will reside outside the present boundaries of the District.	1 2 3 4 5 6 7 MEAN = 6.7 MODE = 7 RANGE = 5-7 MEDIAN = 7
f.	Income statistics for Bexar County and San Antonio create a mandate for continued emphasis on educational access, employment-related training, and enhancement of the quality of life.	1 2 3 4 5 6 7 MEAN = 6.9 MODE = 7 RANGE = 6-7 MEDIAN = 7

Comments: *What prevents ACCD from expanding boundaries?**Emphasis should be on quality education**Alternative financial strategies should go beyond expansion of ACCD boundaries**Accessibility is imperative

SUMMARY: RESPONSES TO POSITION PAPER #1

POPULATION CHARACTERISTICS AND TRENDS

BEXAR COUNTY AND THE ALAMO COMMUNITY COLLEGE DISTRICT

Areas of Strongest Consensus

3a. Projected county-wide population increases portend an increased demand for educational programs and services.

2f. The projected growth pattern for county population and housing will result in a rapidly increasing proportion of ACCD students who reside outside District boundaries but inside Bexar County.

3b. Changes in age group composition of the population indicate an increasing demand for programs and services suited to the needs of the older (usually part-time) student.

3e. Alternative strategies for resource development must take into account both the special educational needs of current District residents and the increasing proportion of prospective students who will reside outside the present boundaries of the District.

3f. Income statistics for Bexar County and San Antonio create a mandate for continued emphasis on educational access, employment-related training, and enhancement of the quality of life.

Areas of Weakest Consensus

Producing a relatively greater range of responses were items calling for reasoned speculation about (1) the potential future characteristics of the in-District population (e.g., 2a and 2b, pertaining to age) and (2) the proportion of the County's future property tax base which may be encompassed by the present ACCD boundaries. (Several respondents indicated that commercial development in the downtown area may help to balance the effects of major out-of-District development projects.)

Comments from Respondents

In general, comments tended to focus the District's planning efforts on the needs of the community as a whole, with emphasis on accessibility and services to students older than traditional "college age."

ALAMO COMMUNITY COLLEGE DISTRICT

COLLEGE ENROLLMENT POTENTIAL

FIVE-YEAR ENROLLMENT TRENDS

From 1976 to 1980, total enrollment in Texas public community colleges increased seventeen percent (17%). During the same period, the Alamo Community College District experienced an enrollment decline of slightly less than one percent (1%). Presented in Table 1 are ACCD's Fall Semester enrollment figures for the five-year period from 1978 through 1982. As indicated, the District showed a very slight gain (+.4%) over that period. After a significant enrollment loss in Fall, 1981, the declining trend was substantially reversed in 1982, with a 4.5% increase over 1981 enrollments.

Table 1
Alamo Community College District
FALL SEMESTER ENROLLMENTS
1978-1982

	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Percent Change '78-'82	Percent Change '81-'82
S.A.C.	21,134	21,226	21,038	20,404	21,247	+.5%	+4.1%
S.P.C.	6,926	7,029	7,030	6,536	6,917	-.1%	+5.8%
DISTRICT	28,606	28,255	28,068	26,940	28,164	+.4%	+4.5%

A greater understanding of the ACCD enrollment picture (and perhaps the needs of the community as well) may be obtained through examination of the enrollment trends for occupational and technical education for the period from 1978 through 1982. (See Table 2.) While total District enrollments increased by only four-tenths of one percent (.4%), occupational and technical programs experienced a nineteen percent (19%) increase (33% at San Antonio College and 3% at St. Philip's College). The percentage contribution of occupational-technical programs to total District enrollment increased markedly (from 35% to 42%) during the five-year period.

Table 2
OCCUPATIONAL AND TECHNICAL PROGRAMS
FALL SEMESTER ENROLLMENTS
1978 and 1982

	1978	1982	Percent Change
San Antonio College			
Headcount	5,284	7,012	+33%
Percent of Total Enrollment	25%	33%	
St. Philip's College			
Headcount	4,640	4,773	+ 3%
Percent of Total Enrollment	67%	69%	
District			
Headcount	9,924	11,785	+19%
Percent of Total Enrollment	35%	42%	

COUNTY ENROLLMENT RATES

The community college enrollment rate for Bexar County was approximately 2.8% in 1980. (That is, slightly fewer than three percent (3%) of the total county residents were enrolled in ACCD for the Fall semester). That rate may be compared to Coordinating Board estimates of the rates for Dallas County (3.3%) and Tarrant County (3.1%).* The comparison is remarkably favorable because in contrast to ACCD, both the Dallas County Community College District and the Tarrant County Junior College District have designated county-wide service areas, with strategically located and easily accessible campuses (seven (7) in Dallas County and three (3) in Tarrant County). Furthermore, the University of Texas at San Antonio, a publicly-supported four-year university, is relatively more accessible to Bexar County residents than is the University of Texas at Arlington to its Dallas and Tarrant County populace. Nonetheless, despite its restricted geographic boundaries, its more centrally located campuses, and its proximity to U.T.S.A., the ACCD has been able to maintain a nearly commensurate rate of enrollment within its county.

While these 1980 statistics indicate that the Alamo Community College District has fared relatively well in the past, when compared to similar districts in Dallas and Tarrant County, it is important to note the impact of enrollments reported for Fall, 1982, as well as projections for the future. As indicated in Table 1, the ACCD experienced a 4.5% enrollment gain from 1981 to 1982. For the same one-year period, enrollments increased by eleven percent (11%) in the Dallas County Community College District, by thirteen percent (13%) in the Tarrant County Junior College District, and by twelve percent (12%) for public community colleges statewide. This disparity in growth rates may be at least partially reflective of the restrictive conditions noted above--geographical boundaries, campus location, and local "competition." In addition, space constraints have created limitations on growth for the ACCD.

SENIOR/COMMUNITY COLLEGE ENROLLMENT RATIOS

The 1982 enrollment figures are also consistent with senior and community college enrollment ratios projected by the Coordinating Board for each county in Texas. In 1980, the community colleges in the ACCD enrolled 55.3% of all college students in Bexar County, compared to 44.7% for the county's four-year institutions. The trend, however, is toward a slight decline in that proportion, resulting over the short term in a 54% enrollment share for the local community colleges. In Dallas County and Tarrant County, the 1980 enrollment ratios are comparable to those for Bexar County, but the trend in the Dallas/Ft. Worth metroplex is toward a marked increase in the proportion of postsecondary students enrolled in community colleges.

ENROLLMENT PROJECTIONS

Coordinating Board forecasts for Texas public community colleges project a 17.1% statewide increase in fall headcount enrollments from 1980 to 1990. This represents an average annual increase of approximately 1.7%. A higher rate of growth is expected to occur in the first part of the decade than in the latter five (5) years. Then, for the five-year period from 1990 to 1995, the annual average growth in statewide community college enrollment is projected to be less than one percent.

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*The Coordinating Board estimate of the 1980 community college enrollment rate for Bexar County is 3.2%. That estimate is higher than the actual rate (2.8%), which may indicate that estimates for Dallas and Tarrant County are slightly inflated as well.

ENROLLMENT PROJECTIONS

One possible scenario for Alamo Community College District enrollment potential may be obtained by applying the statewide projection to the local situation. Based on the ACCD's 1980 Fall enrollment of 28,068 students, a seventeen percent (17%) increase over the ten-year period would produce an additional 4,772 ACCD students by 1990, for a total of 32,840.*

An alternative forecast may be obtained by assuming (1) that the 1980 enrollment rate (2.8%) for community colleges in Bexar County will remain constant through 1990 and (2) that the total population of Bexar County will increase by twenty percent (20%) during the period from 1980 to 1990, as projected by the Texas Department of Water Resources. Application of the 2.8% enrollment rate to the projected 1990 Bexar County population (1,190,600) results in a potential ACCD enrollment of 33,337 students by the end of the current decade.

Thus, these two (2) methods of estimating enrollment potential indicate, without any assumptions regarding program development, campus development, or marketing efforts, that the ACCD might theoretically expect to serve 4700 to 5100 more students in 1990 than in the Fall of 1982. Moreover, the student population will probably reflect certain demographic fluctuations in the state as a whole. Across Texas, stable or decreasing proportions of 15- to 19-year olds and 20- to 24-year olds portend a significant potential loss in traditional "college-age" enrollments. Compensating for that potential loss, however, will be increasing numbers of older students, particularly females. Even at the present time, the average ACCD student is twenty-eight (28) years old; and four (4) out of five (5) students are continuing, rather than beginning, their college studies.

Future enrollment trends for Bexar County and ACCD will deviate somewhat from those projected for the state as a whole. Moreover, it is important to note that enrollment levels will be strongly affected by a variety of intervening factors, including the local economy, unemployment, program development, marketing efforts, support services provided to special student populations, availability of financial aid, and the accessibility of campus facilities. (Experience indicates, for example, the community college enrollments have generally increased during periods of high unemployment. Changes made and proposed in government entitlements, grants, and loans to college students could alter that historic pattern; but community colleges may be the most viable alternative for students who can no longer afford to live away from home or to pay higher tuition.) Obviously, some of these factors are more controllable than others; but the institution can develop strategies which facilitate positive effects and mitigate negative ones.

*For an understanding of the ACCD "enrollment mix" (e.g., full-time/part-time, day/evening, and headcount vs. full-time equivalent), please refer to Table 2 in the ACCD "Overview" provided in the planning notebook.

REFERENCES

Alamo Community College District enrollment data

City of San Antonio Department of Planning, "San Antonio: Tomorrow," 1982.

Coordinating Board, Texas College and University System, "Fall Headcount Enrollment Forecasts to 1995," CB Study Paper 27, Revised July, 1982.

RESPONSE SHEET

COLLEGE ENROLLMENT POTENTIAL

Based on the information presented in this paper and in light of your own knowledge and experience, please respond to the following statements. Indicate the extent to which you agree or disagree by circling the appropriate number on the response scale:

1 = strongly disagree
2 = moderately disagree
3 = somewhat disagree
4 = (no opinion)
5 = somewhat agree
6 = moderately agree
7 = strongly agree

Space is provided for comments and suggestions following each set of related statements.

1. With respect to total headcount enrollment, the position paper provides an adequate summary of the ACCD's recent enrollment history and potential enrollment through 1990.

1 2 3 4 5 6 7

Mean = 6.5 Range = 5-7
Mode = 7 Median = 6.5

What additional information might be helpful?

Comments: Student follow-up information; expenditure per student

2a. Assuming appropriate program development, facility development and marketing efforts, the ACCD should plan for an enrollment gain of more than 18% from 1982-1990.

1 2 3 4 5 6 7

Mean = 5.9 Range = 3-7
Mode = 6 Median = 6

2b. Assuming no signficant change in programs and facilities, the ACCD should plan for stable enrollments over the decade of the 1980's.

1 2 3 4 5 6 7

Mean = 5.9 Range = 3-7
Mode = 6 Median = 6

Comments: *Under the right strategy, 18% growth is a gross underestimate** Growth depends on marketing efforts**Support agressive development efforts** Must maintain flexibility**

3. a. Assuming continued high student interest in occupational and technical education programs, the ACCD should plan for agressive program development and expansion in that area.

1 2 3 4 5 6 7
MEAN = 6.8 MODE = 7
RANGE = 6-7 MEDIAN = 7

b. The District should place a firm limit on the proportion of enrollments attributable to occupational and technical education programs.

1 2 3 4 5 6 7
MEAN = 2.6 MODE = 1
RANGE = 1-5 MEDIAN = 2

Comments: ACCD's responsibility is to respond to community needs, even if enrollment demanded 100% in OCC/TECH (or any other) areas**ACCD is in strongest position to meet needs in OCC/TECH areas**

4. a. In light of San Antonio's economic development efforts, employment and training needs, and large numbers of educationally disadvantaged citizens, the community colleges should aggressively seek to increase their enrollment rate within Bexar County.

1 2 3 4 5 6 7
MEAN = 6.6 MODE = 7
RANGE = 5-7 MEDIAN = 7

b. Rather than engaging in deliberate competition with other colleges and universities in San Antonio, the ACCD should emphasize the distinctive characteristics of community college education, with special focus on the needs of "nontraditional" students.

1 2 3 4 5 6 7
MEAN = 5.9 MODE = 7
RANGE = 1-7 MEDIAN = 7

c. As one means of increasing its enrollment base, the ACCD should explore possibilities for the use and/or acquisition of additional instructional site which are readily accessible to potential students.

1 2 3 4 5 6 7
MEAN = 6.2 MODE = 7
RANGE = 1-7 MEDIAN = 7

Comments: Emphasis needed on "non-traditional" student, but not to detriment of "traditional" ones.

5. Summary comments pertaining to enrollment maintenance and growth:

*Focus needed on "non-traditional" students** even with current emphasis on occupational and technical skills, ACCD should seek to upgrade arts & sciences areas**New revenues should be directed to programs & equipment rather than "brick & mortar" (convenience less important than quality)**Student needs assessment?**Community college must serve older and "special" students, as well as "regular" students with financial limitations**Key words: Flexibility, availability

SUMMARY: RESPONSES TO POSITION PAPER #2

COLLEGE ENROLLMENT POTENTIAL

Areas of Strongest Consensus

Through unanimously high ratings, respondents expressed a strong opinion that continued and aggressive emphasis should be given to program development and expansion in occupational and technical education. However, the group was somewhat divided on the question of whether a limit should be imposed on the proportion of enrollments attributable to occupational and technical programs. A number of respondents stated that the community colleges must be responsive to whatever level of need the community indicates, while a few stressed the necessity of maintaining a balanced curriculum with high quality programs in the arts and sciences.

There was relatively strong agreement on most other items.

Comments from Respondents

Comments tended to emphasize the need for community college responsiveness to community needs as well as the strong position of the ACCD for meeting pressing needs for occupational and technical education. Repeated emphasis was given to the dual demand for (1) flexibility and (2) accessibility.

COMMUNITY PRIORITIES

In a brief and informal "brainstorming" session, the ACCD Master Plan Community Advisory Council identified a number of significant needs of the San Antonio community. Included were the following (not in rank order): (1) increased income; (2) development of high technology industry (including research and development, service and maintenance); (3) planned and orderly development of the urban infrastructure, including water and energy; (4) transportation; (5) preservation of San Antonio's bilingual/bicultural heritage; (6) provision of education and training opportunities to support the development of jobs and the concept of lifelong learning; and (7) emphasis on the family and the quality of life. These priorities are also reflected in proposed goals for economic and human resource development which have been set forth by certain municipal government entities and by several highly active community organizations. A reasonably good overview of current thinking about priorities for San Antonio is provided through a comparison of three frequently cited documents: (1) the Comprehensive Economic Development Strategy (CEDS), prepared by the City of San Antonio; (2) Yearly Programs, prepared by the San Antonio Economic Development Foundation (EDF); and (3) the Human Resource Plan, prepared by the City of San Antonio and the Private Industry Council (HRP). In a brief prepared by the City of San Antonio and the University of Texas at San Antonio (see references), the community goals suggested by those documents are grouped into four broad categories or "areas for action:"

- Economic Growth
- Skill Development
- Enhancement of the Quality of Life
- Balanced and Equitable Distribution of Job Growth

Using a format adapted from the "Brief for a Round Table Discussion on the Future of San Antonio" (City of San Antonio and UTSA, 1982), the goal statements are displayed on Tables 1 through 4. It may be important to note that the goals set forth appear to focus primarily on the areas of manufacturing and high technology. That emphasis is certainly reflective of current efforts to attract new industry to San Antonio; but it does not signify any lessened importance of support for the health-related fields, the military, the hospitality industry, and the developing trade with Mexico, all of which are widely recognized as important aspects of the San Antonio economy.

Furthermore, even a brief discussion of economic and social priorities for San Antonio would be incomplete without particular mention of two critical social concerns: poverty and undereducation. As indicated by the 1980 Census, the San Antonio SMSA population continues to include a large percentage (14.5%) of families who live below the poverty level. The City's low median income and its relatively low hourly wages are not unrelated to the historic lack of high-skill jobs and highly-skilled workers to fill them. Also related to wage and income levels are Census statistics which indicate that (1) of the adults aged 25 and over in the San Antonio SMSA, over 38% have not graduated from high school; and (2) of San Antonio residents aged 18 and over, seventeen percent (more than 47,000) are persons who speak English poorly or not at all. Problems of illiteracy, limited language proficiency, and "educational disadvantage" continue to pose barriers to individual development and to the economic and social health of the community as a whole.

TABLE 1

AREA FOR ACTION: SKILL DEVELOPMENT

GOALS

CEDS	EDF	HRP	A.C.C.D.	COMMENTS
Skill development of the San Antonio labor force to meet market demand and increase wage rates. a) increase the skills level of the area labor force. b) link vocational and skills training directly to the needs of existing and potential employers. c) increase the prevailing wage rates for blue collar and white collar workers as well as professionals. d) increase the participation of women, minorities, and other underrepresented segments of the labor force.	Encourage training institutions to upgrade labor force skills in order to counter the conclusions of independent analysts who characterize the area as beset by a "paucity of skilled labor" and as attractive primarily to "low to medium - skill mix" industries. Support and undergird EDF's attainment of its economic growth goals with appropriate training programs. While the manufacturing sector is underrepresented in the local economy (only 13% of workers are in manufacturing) and is dominated by soft-goods producers (i.e., clothing, food, and leather), there is evidence that the labor force is characterized as follows: high productivity (generally exceeding company standards and industry averages) a solid work ethic, skills dexterity, mechanical aptitudes, good availability and outstanding labor/management relations.	Training designed to provide individuals with occupational skills and education that would enable them to secure and retain meaningful employment.	Goal Statements To provide career preparation and development by offering specific curricula and service appropriate to current and emerging fields and to provide opportunities for retraining and upgrading. To develop and implement systems for the retention of current students and recruitment of prospective students. To develop cooperative relationships with institutions of higher education, secondary education institutions, and employers for the purposes of facilitating transfer, placement, and articulation. 1982-83 District Plan Emphasize development of credit and credit-free programs responsive to community and student needs for training in high technology fields.	

TABLE 2

AREA FOR ACTION: ECONOMIC GROWTH
GOALS

CEDS	EDF	HRP	A.C.C.D.	COMMENTS
The expansion and diversification of the City's economic base and job opportunities. This means: a) retain and encourage the expansion of existing firms in industries that provide needed manufacturing jobs and in growth sectors such as energy, medical, data processing and engineering-related enterprises. b) increase San Antonio's share of new Texas firms with emphasis on industries characterized by upward job mobility, career advancement, and higher wage levels.	The attraction of industrial, distribution, and office firms to San Antonio, with special emphasis on the following: a) Electric and electronic machinery, components, equipment and supplies; (b) Electronic computing equipment; (c) Machinery, excluding electronics and computers; (d) Metal-working and machinery; (e) Medical and electromedical equipment; (f) Fabricated metal products; (g) Oil field machinery; (h) Other light manufacturing (metal products, mobile homes, cable, rubber gaskets, plastic products, valves and pipe fittings, construction machinery, industrial hearing equipment, aircraft engines and equipment, and analytical optical instruments); (i) Warehouse/Distribution; (j) Office locations (insurance, real estate, petroleum and natural gas, engineering, architecture, and communication services).	Anticipate the manpower training needs of expanding industries and being able to respond in a timely manner to the skills required by incoming firms.	Goal Statements To identify and meet local needs through cooperative institutional and community planning for economic development. To establish and maintain appropriate systems for program planning, design, and evaluation so that cost effectiveness, efficiency, quality, fiscal accountability, facilities utilization, and responsiveness to changing needs and aspirations of students and community are regularly assessed and continuously improved. 1982-83 District Plan Continue and intensify community outreach efforts and collaboration with other community organizations for the purpose of promoting economic development, enhanced quality of life, and opportunities for lifelong learning.	

TABLE 3

AREA FOR ACTION: QUALITY OF LIFE
GOALS

CEDS	EDF	HRP	A.C.C.D.	COMMENTS
Preserve and enhance the historical, cultural, and physical amenities which make San Antonio unique. Attainment of this goal requires the following: a) promotion of the preservation and reuse of existing historic structures, including adaptive reuse to permit new functions. b) use of the existing building stock as a basis for redevelopment. c) preservation of unique public works and features, particularly as part of commercial area revitalization. d) enhancement of cultural and artistic activities and centers.	Build on the qualitative assets of the city that facilitate the attainment of the economic growth goals. Such assets include a thriving downtown, brisk hospitality industry, pride in the city, lack of racial antagonism, quality living environments, attractive physical assets, and top quality medical institutions.		To provide through relationship to the community educational programs, activities, and services, which enhance the quality of life and promote education for responsible citizenship. To provide general educational experiences that enable students to read effectively, to think critically, to communicate ideas clearly, to solve mathematical problems correctly, and to use mechanical skills competently for everyday life. To promote intellectual development, aesthetic appreciation, and cultural awareness by providing an environment and activities that will encourage acceptance of others and their traditions.	

TABLE 4

AREA FOR ACTION: EQUITABLE DISTRIBUTION OF JOB GROWTH
GOALS

CEDS	EDF	HRP	A.C.C.D.	COMMENTS
Removal of physical and environmental barriers to enable development and private investment in an equitable and balanced manner. Attainment of this goal requires the following: a) focus public and private efforts on the conservation and revitalization of threatened commercial, industrial, and residential districts. b) minimize or remove environmental barriers that negatively affect the level of investment in certain areas. c) facilitate spatial distribution of economic growth. d) encourage new housing opportunities in inner city areas.	Absorption of industrial prospects in a balanced fashion requires additions to the currently "limited supply of rail-served sites" among area industrial parks. In areas where they could serve the entire population when needed utilities could be installed.		To work toward the expansion of District boundaries for the purpose of improved services. To provide maximum access to educational programs and services through the establishment of a broad admission policy, flexible delivery systems, relevant teaching strategies, and appropriate support services. To ensure equity in employment practices and educational opportunities for all persons regardless of race, ethnicity, national origin, religion, age, sex, or handicap, and to implement procedures which demonstrate continuous progress in all components of the District toward this goal. To establish and implement a comprehensive affirmative action program..in order to bring into the mainstream persons who traditionally have experienced limited access and representation.	

IMPLICATIONS FOR EDUCATION

In a variety of contexts, the citizens and leaders of San Antonio have frequently come together to discuss and plan the city's future development. A frequent and strongly stated finding of those discussions is that high quality education is a critical key to the kinds of development sought by San Antonians. For example, in a speech to United San Antonio's "San Antonio/Austin Corridor Forum," former Ambassador Robert Krueger asserted that "nothing is more important than the quality of ideas and the quality of education ... for attracting high technology industry." And participants in round table discussions on "The Future of San Antonio" (see references) agreed on "the importance of education as a key to economic development." As one discussion group stated , " ... a potential long-term effect of the lag of education behind economic objectives is manifested as a constraint, imposed by labor skills, on economic growth -- particularly in the high technology industry."

The community interest in education is further emphasized by recent education-related initiatives of United San Antonio, including support for the establishment of engineering programs at UTSA, for the development of a high technology high school, and recently, for efforts to resolve inequities in public school finance. USA's sponsorship of a technical/vocational education task force and a new Business/Community Network for Education is further evidence of the perceived importance of education for the city's economic development. The need for "investment in education" is also given high priority in Mayor Cisneros' paper on "San Antonio's Place in the Technology Economy" (September, 1982). In that document, Mayor Cisneros outlines a number of "action steps" for developing the education/training/research resources of the community. Included are suggestions for a major new emphasis on technological research and development and for expansion of local college and university programs in areas related to high technology and technology management.

From the pervasive discussions of community economic development, two pertinent conclusions emerge. The first is that economic growth and health are widely understood to be an important prerequisite for improved quality of life. That is, careful planning for economic development will produce the industry, the jobs and the tax base which are essential to the support of education, vital human services, and cultural amenities. The second and parallel conclusion is that education (including training, research, and development) plays an absolutely critical role in supporting and enhancing positive growth. Industrial expansion, full employment in highly-skilled jobs, increases in personal income levels, and adult literacy, for example, are all tied to the capacity of local educational institutions to provide career preparation and development, job skill training and upgrading, and opportunities for competency-building in reading, writing, computing, thinking, and problem-solving.

Clearly, the community colleges are in a potentially excellent position to be responsive to these community needs. Affirming that fact, a panel discussion at the USA-sponsored "San Antonio/Austin Corridor Forum" yielded several findings which have potential implications for community college planning:

- Mathmatics and science education are critical to future economic development.

IMPLICATIONS FOR EDUCATION (Cont'd)

- Community college planning needs to focus on (1) the types of skills necessary to produce, service, and deliver future goods and services; (2) the most effective means of designing, staffing, and equipping appropriate training programs and laboratories; and (3) an inventory of existing resources to determine which are adequate to meet future needs and where resources must be newly developed.

- The community colleges need to expand the range of courses offered to meet current and projected needs related to economic development.

- Concurrently, the taxing authority of the community colleges should be reviewed to determine its adequacy with respect to future educational needs.

- Public-private partnerships should be developed to encourage the sharing of training facilities and the most effective adaptations to labor market exigencies.

- High schools, community colleges, universities, and private industry need to share critical information about needs, resources, and other areas of common interest.

- Significant educational challenges and opportunities are presented by the developing commerce with and migration from Mexico and other Latin American countries.

INTERFACE OF COMMUNITY/COMMUNITY COLLEGE GOALS

Referring again to Tables 1-4, the last column in each table displays selected statements from the Alamo Community College District Goals and from the District Plan for 1982-83. These excerpts reflect the District's stated commitments to community economic development, to the enhancement of the quality of life, and to growth with equity. A comparison of the District's statements to those from the other documents will provide some indication of the extent to which the community colleges are attuned to the economic concerns of the city.

In reviewing the goal statements, several important questions might be considered:

- How are the community's goals related to the mission of an urban community college district in a multicultural environment?

- In what ways can the community colleges best contribute to the attainment of the goals?

- What priority should these goals have within the District?

- What allocations or reallocations of educational resources -- time, people, space, or monies -- are necessary and desirable to facilitate attainment of the goals?

- How are the goals related to other strategic concerns of the District (e.g., potential boundary expansion, enrollment trends, campus development, etc.)?

FROM GOALS TO ACTION

Moving beyond the comparison and discussion of goal statements, it is appropriate to ascertain what the ACCD's colleges are actually doing to progress toward attainment of those goals -- and to determine in what areas progress is satisfactory and where, by contrast, increased effort or emphasis seems to be indicated. While an exhaustive inventory of activities is beyond the scope of this paper, some brief examples will illustrate the District's status in relation to the four categories of goals presented earlier: economic growth, skill development, enhancement of the quality of life, and equitable distribution of job growth.

Economic Growth

Community advisory committees (including one for every program in occupational or technical education), labor market studies, employer surveys, and student follow-up studies are among the tools continuously used by both St. Philip's College and San Antonio College to anticipate and respond to the manpower needs of new and expanding industries. Through the invitation of the City's Department of Economic and Employment Development, United San Antonio, and/or the Economic Development Foundation, representatives from SAC and SPC meet frequently with representatives of industries being "recruited" to San Antonio. Such meetings provide an opportunity to express ACCD's willingness and ability to offer both short- and long-term training and industrial start-up assistance.

College departments and programs, particularly (though not exclusively) in the occupational/technical area and in Continuing Education, maintain numerous linkages with related business and industrial concerns, community organizations, governmental units, professional associations, military bases, and other educational institutions. Cooperative efforts, including contracted training and technical assistance, are extensive. Recent examples include the District's involvement in the planned high technology high school, the Control Data/City of San Antonio/ACCD cooperative venture at the Southwest Center, and the General Motors regional training center at St. Philip's College.

Skill Development

Student surveys indicate that increasing proportions of ACCD students are attending SAC and SPC in order to obtain or upgrade job skills. As indicated in Table 5, for example, a survey of student educational intent conducted during SAC's registration for Fall, 1982, indicates that over half (52%) of the students responding are attending the college for "preparation for a job to be obtained" or for "improvement of existing job skills." That motivation is reflected in the striking growth in SAC's occupational and technical program enrollment (+33% from 1978 to 1982), even during a period when total enrollment was declining slightly.

Occupational skill development is provided through instruction in twenty-seven (27) technical and occupational programs at San Antonio College and thirty (30) at St. Philip's College. Both certificate and degree programs are offered and they frequently include internship, practicum, or clinical experience.

Skill Development (Cont'd)

Table 5

REASONS FOR ATTENDING SAC

Student Educational Intent Survey -- Fall, 1982

Multiple Response Item	Percent of Students	Number of Students
Improvement of Existing Job Skills	20%	4005
Preparation for Job	32%	6552
University Transfer	31%	6247
Personal Interest	15%	3126
Other	2%	390

Source: Office of Occupational Information and Student Follow-Up, San Antonio College

Career counseling and job placement services are also provided. Follow-up information on Spring, 1981, graduates of San Antonio College indicates that seventy-five percent (75%) were employed at the time of the survey; and of those persons, sixty-nine percent (69%) were in jobs related to the courses taken at SAC. Of the graduates responding, eighty-two percent (82%) indicated that their community college courses helped them (1) to obtain a job; (2) to improve performance in their present job; or (3) to advance in their present job.

A placement rate study prepared by the Texas Public Junior College Association indicates (based on surveys returned) that during FY1981, the following programs produced a 90-100% student placement rate:

St. Philip's College

General Secretarial
Specialized Secretarial
Operating Room Technology
Radiologic Technology
Drafting and Design Technology
Vocational Nursing

San Antonio College

Data Processing Programmer
Computer and Console Operator
Fire Protection Technology
Medical Assisting Technology
Construction Technology
Drafting and Design Technology
Municipal Administration
Electronics Technology

Based on labor market studies and community needs assessments, new programs proposed for 1983-84 include civil engineering technology, manufacturing engineering technology, commercial construction, financial management, data processing (SPC), safety engineering technology, and a one-year certificate in electronics.

Quality of Life

The major contribution of the community colleges to the quality of life is the provision of high-quality, low-cost, accessible education to the citizens of San Antonio and Bexar County. By availing themselves of educational opportunities, individuals develop an increased number of options from which they may make choices about their careers and their lives. Employment level, life skills, personal and interpersonal competence, responsible citizenship, and economic upward mobility are all commonly linked to participation in the educational process.

During any given year, approximately five percent (5%) of the total Bexar County population (or nearly 50,000 persons) will enroll in credit or credit-free classes offered by San Antonio College and St. Philip's College. The reality of "lifelong learning" is illustrated by the average age of ACCD students (30 years), the age range (16-73 years), and the large numbers of adults involved in continuing education programs (over 20,000 per year).

The comprehensive curriculum of the colleges, complemented by a comprehensive student services component and a variety of community service activities, should contribute significantly to the quality of life for large numbers of San Antonians.

Equity

The concept of open admissions, though under attack in some parts of the country, is one of the most significant contributions of community colleges, not only to equity in their local communities, but also to the American system of higher education. With open admissions come a host of educational challenges, not the least of which is the need to deal with large numbers of students with poor basic skills. While significant proportions of students at SAC and SPC participate in developmental studies courses, the courses are managed through individual departments and are not currently served by overall coordination or comprehensive student assessment. English as a Second Language courses are provided for approximately 200 to 300 students each semester through the Foreign Languages Department at SAC and, to a lesser extent, through Continuing Education at both colleges. Adult basic education and G.E.D. preparation courses are provided through the Continuing Education programs. While an estimated 800 students per year enroll in those courses, the course completion rate is only about fifty percent (50%).

Financial aid is available to students who meet eligibility requirements and to the extent that funds are available. Recent cutbacks in the federal Pell Grant program, however, have begun to impose serious constraints on that capability.

Full-time vocational students are eligible to apply for free day care services, with priority given to the economically disadvantaged. Special services are also provided for handicapped students and the educationally disadvantaged. The displaced homemaker program, operated through SAC Continuing Education, facilitates college and job "re-entry" for a growing population of mature women students.

Equity (Cont'd)

Particularly pertinent to a discussion of educational equity are statistics which compare the ethnic group composition of Bexar County to that of ACCD students. As indicated in Table 6, blacks are well-represented in the student population, perhaps due to the accessible location of St. Philip's College. However, the Hispanic population is somewhat underrepresented in the colleges. Records reveal a much lower participation by minorities in continuing education programs, indicating a need for outreach efforts.

Table 6

ETHNIC GROUP COMPOSITION

BEXAR COUNTY AND ALAMO COMMUNITY COLLEGE DISTRICT

	Bexar County	ACCD
Hispanic	46.6%	41%
Anglo	45.4%	44%
Black	7.0%	11%

Despite all of the described activities of the colleges, it is abundantly clear that there are critical educational needs in San Antonio. In a city characterized by widespread poverty and large numbers of non-English-speaking citizens and high school drop-outs, there is a clear imperative for expanded and improved services to those special populations. While equity is served by open admissions, inequity persists to the extent that individual learning needs remain unmet.

REFERENCES

Alamo Community College District, "District Plan, 1982-83."

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United San Antonio, "Anticipating the Future: Report of the San Antonio/Austin Corridor Forum," April, 1982.

U.S. Department of Commerce, Bureau of the Census, "Provisional Estimates of Social, Economic, and Housing Characteristics," 1982.

Table 1

AGE GROUP BY CENSUS TRACT SECTION

ALL RACIAL/ETHNIC GROUPS

Bexar County, 1980

CENSUS TRACT SECTION	16	17	18-21	22-24	25-30	31-35	36-50	51-64	65+
1100	440	482	2,410	1,997	2,917	1,623	3,262	3,478	4,743
1200	3,201	3,243	12,142	9,291	19,977	16,495	30,525	20,468	12,748
1300	1,713	1,726	6,168	4,010	7,313	5,017	860	879	3,089
1400	1,269	1,241	5,177	4,189	7,460	4,735	10,006	9,666	7,998
1500	2,287	2,532	8,197	5,482	9,446	6,406	14,956	12,525	9,071
1600	2,553	3,242	18,303	8,966	13,032	7,737	15,786	10,894	6,580
1700	3,324	3,406	12,040	7,663	12,941	8,521	20,687	14,523	10,659
1800	2,759	2,680	10,312	9,878	20,292	14,229	25,638	19,468	12,671
1900	1,872	2,010	8,350	6,074	11,088	7,590	17,122	16,273	13,211
TOTAL	19,418	20,562	83,099	57,550	104,466	72,353	138,842	108,174	80,770

SOURCE: BUREAU OF THE CENSUS, 1980
PREPARED BY: CITY OF SAN ANTONIO DEPARTMENT OF PLANNING

Table 2

AGE GROUP BY CENSUS TRACT SECTION

HISPANICS

Bexar County, 1980

CENSUS TRACT SECTION	16	17	18-21	22-24	25-30	31-35	36-50	51-64	65+
1100	387	420	1,871	1,497	2,165	1,199	2,426	2,431	2,651
1200	531	552	2,144	1,637	3,464	2,478	4,199	1,539	691
1300	413	435	1,479	1,047	2,037	1,231	2,475	1,884	1,309
1400	689	662	2,556	2,078	3,917	2,476	4,431	2,925	1,791
1500	1,868	2,067	6,558	4,399	7,562	5,200	11,326	8,010	5,048
1600	1,920	1,977	7,186	4,599	7,804	5,187	10,400	7,616	4,206
1700	2,547	2,536	8,795	5,549	9,492	6,281	13,826	10,697	7,838
1800	1,156	1,069	3,918	3,182	6,686	4,888	8,296	4,220	1,989
1900	819	872	3,290	2,489	4,579	2,892	5,792	4,031	2,718
TOTAL	10,330	10,590	37,797	26,477	47,706	31,832	63,171	43,353	28,241

SOURCE: BUREAU OF THE CENSUS, 1980
PREPARED BY: CITY OF SAN ANTONIO DEPARTMENT OF PLANNING

Table 3

AGE GROUP BY CENSUS TRACT SECTION

ANGLO

Bexar County, 1980

CENSUS TRACT SECTION	16	17	18-21	22-24	25-30	31-35	36-50	51-64	65+
1100	22	24	330	301	489	290	574	744	1,655
1200	2,444	2,447	8,488	6,578	14,708	11,936	24,227	18,412	11,927
1300	482	519	1,989	1,357	2,483	1,965	1,613	3,629	2,847
1400	517	526	2,279	1,839	3,102	1,989	5,102	6,457	6,039
1500	402	451	1,598	1,057	1,821	1,178	3,546	4,471	3,969
1600	531	1,099	9,326	3,544	4,229	2,100	4,639	3,115	2,323
1700	549	624	2,380	1,606	2,684	1,823	5,245	2,811	1,920
1800	1,516	1,506	6,011	6,313	12,688	8,771	16,521	14,903	10,519
1900	1,011	1,107	4,882	3,409	6,238	4,548	11,036	12,019	10,256
TOTAL	7,474	8,303	37,283	26,004	48,442	34,600	75,503	66,561	51,455

SOURCE: BUREAU OF THE CENSUS, 1980
PREPARED BY: CITY OF SAN ANTONIO DEPARTMENT OF PLANNING

Table 4

AGE GROUP BY CENSUS TRACT SECTION

BLACKS

Bexar County, 1980

CENSUS TRACT SECTION	16	17	18-21	22-24	25-30	31-35	36-50	51-64	65+
1100	30	37	191	177	240	120	244	291	414
1200	165	202	1,269	901	1,376	856	1,461	314	79
1300	806	767	2,666	1,579	2,743	1,777	5,348	5,471	4,065
1400	54	49	317	257	412	251	440	268	161
1500	13	12	36	20	43	21	56	32	51
1600	82	140	1,578	727	841	354	583	118	26
1700	214	229	764	439	644	343	1,400	946	869
1800	63	69	268	267	603	351	467	178	114
1900	21	15	112	119	173	79	129	129	199
TOTAL	1,448	1,520	7,201	4,486	7,075	4,152	10,128	7,747	5,978

SOURCE: BUREAU OF THE CENSUS, 1980
PREPARED BY: CITY OF SAN ANTONIO DEPARTMENT OF PLANNING

Table 5

AGE GROUP BY CENSUS TRACT SECTION

ASIAN & PACIFIC ISLANDERS

Bexar County, 1980

CENSUS TRACT SECTION	16	17	18-21	22-24	25-30	31-35	36-50	51-64	65+
1100	1	1	11	14	16	11	10	7	18
1200	50	37	195	147	372	269	561	182	45
1300	12	5	32	25	46	44	75	53	22
1400	8	3	16	9	20	15	27	12	3
1500	4	2	5	6	15	6	25	11	3
1600	15	12	127	72	132	78	130	21	16
1700	4	11	64	54	102	61	175	55	29
1800	22	27	94	102	275	186	307	141	44
1900	18	14	55	46	86	58	145	76	29
TOTAL	134	112	599	475	1,064	728	1,455	558	209

SOURCE: BUREAU OF THE CENSUS, 1980
PREPARED BY: CITY OF SAN ANTONIO DEPARTMENT OF PLANNING

Table 6

AGE GROUP BY CENSUS TRACT SECTION
AMERICAN INDIANS & ESKIMOS

Bexar County, 1980

CENSUS TRACT SECTION	16	17	18-21	22-24	25-30	31-35	36-50	51-64	65+
1100	0	0	7	8	7	3	8	5	5
1200	11	5	46	28	57	35	77	21	6
1300	0	0	2	2	4	0	3	0	0
1400	1	1	9	6	9	4	6	4	4
1500	0	0	0	0	5	1	3	1	0
1600	5	14	86	24	26	18	34	24	4
1700	10	6	37	15	19	13	41	14	3
1800	2	9	21	14	40	33	47	26	5
1900	3	2	11	11	12	13	20	18	9
TOTAL	32	37	219	108	179	120	239	113	36

SOURCE: BUREAU OF THE CENSUS, 1980
PREPARED BY: CITY OF SAN ANTONIO DEPARTMENT OF PLANNING

Table 7

AVERAGE HOUSEHOLD INCOME
BY CENSUS TRACT SECTION
Bexar County, 1980

CENSUS TRACT SECTION	AVERAGE HOUSEHOLD INCOME
1100	$ 6,651
1200	$20,422
1300	$11,456
1400	$13,360
1500	$11,574
1600	$12,448
1700	$11,834
1800	$18,905
1900	$19,707
TOTAL COUNTY	$15,085

Source: Bureau of the Census, 1980

Prepared By: City of San Antonio, Department of Planning

Table 8

PUBLIC AND PRIVATE HIGH SCHOOL AND COLLEGE ENROLLMENT
BY CENSUS TRACT SECTION
BEXAR COUNTY, 1980

CENSUS TRACT SECTIONS	HIGH SCHOOL			COLLEGE		
	PRIVATE	PUBLIC	TOTAL	PRIVATE	PUBLIC	TOTAL
1100	34	1,354	1,388	245	1,111	1,356
1200	449	12,143	12,592	2,220	11,307	13,527
1300	406	6,293	6,699	412	3,672	4,084
1400	421	4,227	4,648	306	2,759	3,065
1500	504	8,103	8,607	395	3,308	3,703
1600	314	9,044	9,358	639	4,916	5,555
1700	666	11,201	11,867	1,873	6,925	8,798
1800	924	10,467	11,391	2,114	13,243	15,357
1900	709	7,121	7,830	2,302	7,563	9,865
TOTAL	4,427	69,953	74,380	10,506	54,804	65,310

Source: Bureau of the Census, 1980

Prepared by: City of San Antonio, Department of Planning

Table 9

OCCUPATION BY CENSUS TRACT SECTION
EMPLOYED PERSON AGE 16+
BEXAR COUNTY, 1980

CENSUS TRACT SECTIONS	MGMT EXEC ADMIN		SALES OCCUPATIONS		PROTECTIVE SVCS		CRAFT/REPAIR		HANDLER/LABORER	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1100	562	6.0	654	7.0	110	1.2	1,408	15	723	7.7
1200	11,776	16.4	10,955	15.2	903	1.3	6,860	9.5	1,837	2.6
1300	1,931	6.7	2,567	8.9	445	1.5	4,152	14.3	1,622	5.6
1400	2,180	7.8	2,770	9.9	457	1.6	4,750	17	1,612	5.8
1500	1,712	4.7	3,298	9.1	436	1.2	6,926	19	2,875	7.9
1600	1,838	5.1	3,219	8.9	595	1.6	6,617	18.2	2,887	7.9
1700	2,585	5.5	4,473	9.4	629	1.3	8,138	17.2	3,724	7.9
1800	10,164	13.7	9,890	13.4	1,145	1.5	7,343	9.9	1,844	2.5
1900	7,347	14.9	7,212	14.7	420	.9	5,210	10.6	1,812	3.7
TOTAL	40,095	10.5	45,038	11.8	5,140	1.3	51.404	13.5	18,936	5

SOURCE: BUREAU OF THE CENSUS, 1980
PREPARED BY: CITY OF SAN ANTONIO DEPARTMENT OF PLANNING

Table 10

OCCUPATION BY CENSUS TRACT SECTION
EMPLOYED PERSON AGE 16+
BEXAR COUNTY, 1980

CENSUS TRACT SECTIONS	PROF. SPEC. NUMBER	%	CLERICAL NUMBER	%	SVC. OCCUP. NUMBER	%	MACH OP ASMBL NUMBER	%	TECHNICIANS NUMBER	%	HOUSEHOLD NUMBER	%	FARM NUMBER	%	TRANSP. NUM.	%
1100	673	7.2	1,221	13	2,072	22.1	923	9.9	267	2.9	130	1.4	119	1.3	499	5.3
1200	11,561	16.1	14,337	20	6,306	8.8	2,040	2.8	2,570	3.6	344	.5	525	.7	1,987	2.8
1300	2,446	8.4	4,987	17.2	5,356	18.5	1,723	6	1,052	3.6	586	2	415	1.4	1,711	5.9
1400	2,030	7.3	6,182	22.2	2,889	10.4	1,934	6.9	764	2.7	135	.5	348	1.2	1,850	6.6
1500	1,587	4.4	6,472	17.8	5,446	15	3,856	10.6	753	2.1	173	.5	423	1.2	2,476	6.8
1600	1,914	5.3	6,284	17.3	5,187	14.3	3,772	10.4	959	2.6	152	.4	672	1.8	2,265	6.2
1700	2,941	6.2	8,349	17.6	7,520	15.9	4,272	9	1,319	2.8	282	.6	535	1.1	2,621	5.5
1800	13,612	18.4	15,612	21.1	6,095	8.2	2,059	2.8	3,691	5	301	.4	425	.6	1,850	2.5
1900	7,954	16.2	8,897	18.1	4,499	9.1	2,004	4.1	1,603	3.3	310	.6	477	1	1,466	3
TOTAL	44,718	11.7	72,341	19	45,370	11.9	22,583	5.9	12,978	3.4	2,413.6	.6	3,939	1	16,725	4.4

SOURCE: BUREAU OF THE CENSUS, 1980
PREPARED BY: CITY OF SAN ANTONIO DEPARTMENT OF PLANNING

RESPONSE SHEET

COMMUNITY ECONOMIC AND SOCIAL PRIORITIES

Based on the information presented in this paper and in light of your own knowledge of the community, please respond to the following statements. Indicate the extent to which you agree or disagree by circling the appropriate number on the response scale:

1 = strongly disagree
2 = moderately disagree
3 = somewhat disagree
4 = (no opinion)
5 = somewhat agree
6 = moderately agree
7 = strongly agree

Space is provided for comments and suggestions following each set of related statements.

1. With respect to the community's major economic and social concerns, especially as related to education, the position paper provides an adequate summary statement.

1 2 3 4 5 6 7

MEAN = 6.3 MODE = 6
RANGE = 3-7 MEDIAN = 6

What additional information might be helpful?

*Input from school districts**Information on taxes and tax revenue** Information from Chamber of Commerce, other colleges etc.?**Community-wide needs assessment**

Comments: *Very helpful information**Need to increase Hispanic participation in colleges**Need to recognize need for identification of a few important objectives and for "a generation of sustained commitment"**

2. For the community colleges to be an integral part of the economic and social development of San Antonio and Bexar County, which of the following roles or functions should be emphasized?

			RANK OF MEANS 4-5
a.	Adult basic education	1 2 3 4 5 6 7	
	MEAN = 6.1 RANGE = 4-7 MODE = 7 MEDIAN = 6		
b.	Developmental and remedial education	1 2 3 4 5 6 7	10
	MEAN = 5 RANGE = 3-7 MODE = 5 MEDIAN = 5		
c.	Skill training for job entry	1 2 3 4 5 6 7	4-5
	MEAN = 6.1 RANGE = 1-7 MODE = 7 MEDIAN = 7		
d.	Continuing education (credit and credit-free) for retraining, job upgrading, and career changing	1 2 3 4 5 6 7	7
	MEAN = 5.8 RANGE = 1-7 MODE = 7 MEDIAN = 6		
e.	Liberal arts education	1 2 3 4 5 6 7	8
	MEAN = 5.4 RANGE = 1-7 MODE = 6 MEDIAN = 6		
f.	Enriched education in mathematics, sciences, and computer technologies	1 2 3 4 5 6 7	2
	MEAN = 6.6 RANGE = 3-7 MODE = 7 MEDIAN = 7		
g.	Expanded offerings in technical education, especially in areas related to high technology	1 2 3 4 5 6 7	1
	MEAN = 7.0 RANGE = 0 MODE = 7 MEDIAN = 7		
h.	Increased emphasis on health careers and related programs	1 2 3 4 5 6 7	3
	MEAN = 6.4 RANGE = 4-7 MODE = 7 MEDIAN = 7		
i.	Development of international education programs to support relationships with Mexico	1 2 3 4 5 6 7	11
	MEAN = 4.6 RANGE = 2-7 MODE = 5-6 MEDIAN = 5		
j.	Educational support for existing local industries (e.g., hospitality industry, military, etc.)	1 2 3 4 5 6 7	6
	MEAN = 5.9 RANGE = 3-7 MODE = 7 MEDIAN = 6		
k.	Augmented services to special student populations (e.g., women, disadvantaged, handicapped, etc.)	1 2 3 4 5 6 7	9
	MEAN = 5.2 RANGE = 4-7 MODE = 5 MEDIAN = 5		
l.	Other (specify) _____	1 2 3 4 5 6 7	

Services to senior citizens (7)

Cont. Ed. for quality of life (5)

Physical fitness, wellness

Comments: *Be selective in objectives, implement, and do it well**All areas are important, but limited resources demand that needs be prioritized**Need to control amount of time spent in remedial courses**

4. In your opinion, what are the two or three most significant contributions which the ACCD may make to San Antonio's development over the next five to ten years?

*Expand high tech offerings, and include English, math, science and computer courses**Strengthen developmental and remedial education**Full campus in southwest quadrant**Training for health careers**Expand ACCD boundaries to County line**Develop decentralized facilities in several areas of the County**Increase accessibility**Strengthen math and science education** Prepare human resources for high tech industry**Expand Continuing Education** Maintain "Open Door"**Articulation with schools and colleges**

5. In your opinion, what are the most significant challenges (or obstacles) which the ACCD must confront in its efforts to serve the community's needs over the next five to ten years?

*Do we have the will to sustain effort?**Can we engage the commitment of the community?**Improve communication with the community**Maintain quality with growth**Keeping abreast of high technology**Financing of capital-intensive technical programs**Recruitment of instructors in demand by industry**Addressing major social concerns: poverty and undereducation**Lack of facilities and funds**Expanding tax base**Matching skill training with available jobs** Expanding District boundaries**

SUMMARY: RESPONSES TO POSITION PAPER #3
COMMUNITY ECONOMIC AND SOCIAL PRIORITIES

Recommended Emphases for the Community Colleges

Asked to rate a variety of community college roles or functions according to the amount of emphasis each should be given, the members of the Community Advisory Council gave their strongest mean rating (6.6) to "expanded offerings in technical education, especially in areas related to high technology" (item 2g). Receiving the lowest mean rating (4.8) was "development of international education programs to support relationships with Mexico" (item 2i).

As a group, respondents also recommended emphasis on the following functions:

2f. Enriched education in mathematics, sciences, and computer technologies (6.3)

2c. Skill training for job entry (6.2)

2h. Health careers and related programs (6.2)

2a. Adult basic education (6.0)

2j. Educational support for existing local industries (6.0)

Given somewhat lower but still positive emphasis were the following items:

2d. Continuing education (credit and credit-free) for retraining, job upgrading, and career changing (5.7)

2b. Developmental and remedial education (5.6)

2k Augmented services to special populations (5.5)

2e. Liberal arts education (5.5)

In general, then, greatest priority seems to be given to the need for technical and job-related education and training, closely followed by the need to serve the community's undereducated citizens.

ACCD's Potential Contributions to San Antonio's Development

Asked to state the two or three most significant contributions which the ACCD may make to San Antonio's development over the next five to ten years, respondents offered the following (paraphrased and stated in order of the frequency with which they were cited):

*Prepare the human resources of San Antonio for the high technology industry.

*Prepare students for careers and jobs, especially in areas where there are new and increasing job opportunities (e.g., data processing, restaurant/hotel management, etc.)

*Expand District boundaries to provide for improved educational opportunities and increased financial support.

*Provide developmental, ESL, and adult basic education; maintain the "Open Door"; offer the "second chance".

*Upgrade vocational and technical skills and training with a view toward raising the level of the community's occupational structure.

*Expand opportunities for continuing education.

*Prepare supervisors and junior managers for present and future local industry.

*Improve articulation with other local educational institutions.

ACCD's Challenges

Asked to state the most significant challanges or obstacles which the ACCD must confront during the coming five to ten years, respondents offered the following (paraphrased and stated in order of the frequency with which they were cited):

*Financial Resources -- More adequate funding through expansion of tax base to increase local support

*Ascertaining and responding to changing job opportunities and industrial needs.

*Providing basic education and job skills to the disadvantaged.

*Making the community aware of services available -- and assuring that services are compatible with community needs.

*Articulating activities and coordinating strengths with other educational entities

*Providing for greater accessibility (more campuses)

*Maintaining "quality" education despite fiscal constraints and underpreparedness of students.

*Increasing the proportion of Hispanic students in the colleges.

ALAMO COMMUNITY COLLEGE DISTRICT

FINANCE: PRESENT STATUS AND STRATEGIES FOR THE FUTURE

"The bottom line in any discussion of the future of community colleges is finance." Thus one college president states an uncomfortable but challenging fact of institutional life in the 1980's (Cosand, 1979, p.46). Community colleges, like other public institutions, have been affected by inflation, by rising personnel and energy costs, and by limited growth in local, state, and federal funding. The remarkable enrollment growth of community colleges during the 1960's and 1970's has not always been well matched by dollars in public support.

Community colleges in Texas have three primary sources of revenue: (1) state appropriations; (2) student tuition and fees; and (3) local property taxes. While federal funds, grants and earned interest on fund balances provide additional income, those sources are considered to be secondary and supplemental. On the whole, community colleges have looked more and more to the state government for funding. One response to that trend has come from the Governor's Task Force on Higher Education. That group has recommended that state funds allocated to any given community college district should not exceed seventy percent (70%) of the institution's educational and general (E & G) revenues. Though that recommendation has not yet been translated into legislation or regulation, it is at least indicative of concerns at the state level. Those concerns are often shared by local educators, who understand the tendency for higher levels of state funding to be accompanied by increased state controls.

Inextricably tied to a discussion of the appropriate level of state allocations to local community colleges are the issues of (1) local tax support and (2) the extent to which student tuition and fees should be relied upon as a source of revenue. This paper will provide a basis for consideration of those issues as well as others related to the ACCD's financial future.

Provided in the following pages are a series of brief discussions and exhibits pertaining to four general areas. First, an overview is provided of the present financial status of the Alamo Community College District, including a summary of 1982-83 revenues and expenditures, comparisons to other Texas districts in terms of state appropriations and faculty salaries, analyses of local tax support for community college education, and a description of the status of ACCD fund balances. Second, consideration will turn to space and physical plant investment for the ACCD as compared to four other community college districts and the state average for public community colleges. Third, a set of "proposed policy positions" will be presented; and finally, two alternative strategic financial plans are offered for consideration and discussion.

1982 - 1983 BUDGET SUMMARY

A summary of ACCD 1982-83 revenues and expenditures is presented in Table 1. The top portion of the table indicates the percentages of total revenues attributable to various revenue sources, while the bottom portion indicates the percentages of total expenditures attributable to major expenditure categories.

Incorporated in the expenditure display is a third column which compares ACCD expenditure percentages to statewide community college averages for the same categories. That comparison indicates that the ACCD's percentage of expenditures for direct instruction is above the state average, while proportional expenditures in all other categories lie below the statewide average.

Also notable in Table 1 is the transfer in 1982-83 of $1,252,735 (2.6% of total revenues) from reserves (fund balances) to augment revenues. Those monies have been used during 1982-83 for the purchase of capital equipment for instructional purposes. An issue to be raised later in this paper pertains to the limits which should be imposed on the further depletion of reserves.

COMPARISONS TO OTHER COLLEGE DISTRICTS

Financial comparisons among community college districts may of course be made in terms of any number of variables. Among the most common, in addition to the analysis of expenditures allotted to major categories (see Table 1), are size (i.e., student enrollment), state appropriations, local tax support, and physical plant investment. Faculty salary levels are also considered to be important indicators, both because those salaries represent a major portion of institutional costs and because they determine in some measure the institution's ability to attract competent personnel and to provide high quality education. Accordingly, a number of pertinent comparisons are provided in the sections which follow.

The Alamo Community College District is the second largest district in Texas, with a student enrollment surpassed only by the seven-college Dallas County Community College District. State appropriations, following a formula based on student contact hours, reflect the relative enrollment volume of districts across the state. Presented in Table 2 are the 1982-83 state appropriations for the ten (10) largest districts. Also shown is the ranking of each institution, relative to all forty-seven Texas districts, with respect to faculty salaries. (The level chosen for this comparison is the salary for a faculty member with a master's degree and five years' experience.)

As may be readily ascertained from the table, only two districts among the state's ten largest--Houston and Austin--rank lower than the ACCD in terms of faculty salaries at the level specified (M.A. plus five years). Worthy of note is the fact that both of those districts exist without a local tax base and are therefore completely reliant on state appropriations, tuition, and fees for their financial support.

Table 1

REVENUES AND EXPENDITURES

AS PERCENTAGES OF E & G BUDGET

1982 - 1983

1982 - 1983 Revenue

	E & G*
State	74.9%
Tuition and Fees	14.2%
Earned Interest	5.5%
Taxes	4.5%
Transfer from Fund Balance	2.6%

1982-83 Expenditures

	E & G	Relationship to State Average
Gen. Adm. and Student Services	12.7%	Below
Gen. Institutional	12.6%	Below
Direct Instruction	58.8%	Above
Library	5.2%	Below
Physical Plant Operations & Maint.	10.0%	Below

*Educational and General

Table 2

COMMUNITY COLLEGE DISTRICT COMPARISONS

STATE APPROPRIATIONS AND RANK OF FACULTY SALARIES

FOR TEXAS' TEN LARGEST DISTRICTS

1982 - 1983

	1982-83 State Appropriations		Rank of Faculty Salaries ** Master's After 5 Years
	1. Dallas	$51,520,205	1
	2. Alamo	35,894,970	29
*	3. Houston	24,656,135	40
	4. Tarrant	23,716,648	9
	5. San Jacinto	16,921,055	6
*	6. Austin	14,628,925	33
	7. Del Mar	14,037,227	2
	8. El Paso	14,011,028	18
	9. Tyler	9,996,684	no schedule
	10. Central Texas	9,205,803	7

* Organized under public school district with no tax base.

** Ranking is for each district as compared to all forty-seven public community college districts in Texas. Source: Texas Junior College Teachers' Association, 1983.

The state's "top ten" community college districts, in terms of faculty salaries, are listed in Table 3, together with each district's base salary for a faculty member with a master's degree and five years' experience. Also shown is the comparable salary for an ACCD faculty member. A simple calculation will indicate that the ACCD salary (ranked twenty-ninth among Texas' forty-seven districts) is 16.6% lower than the tenth ranked salary of $22,055 at Odessa College.

A final comparison of faculty salaries may be obtained by contrasting ACCD salaries at various levels of experience to (1) the statewide averages and (2) the tenth ranked salaries in the state for persons with comparable qualifications. As illustrated in Table 4, the beginning salary for an ACCD faculty member with a master's degree is thirteen percent (13%) lower than the state average. In his or her sixth year of service, that faculty member would make 5.7% less than the state average; but in the eleventh year on the salary schedule, the situation improves somewhat, with the ACCD salary at a level .2% above the state average.

The comparisons of ACCD salaries to the state's tenth ranked salaries are particularly noteworthy in light of a commitment made by the ACCD Board of Trustees to bring ACCD faculty salaries into line with the "top ten" in Texas over a three-year period.

LOCAL TAX SUPPORT

A discussion of local tax support for community colleges should perhaps begin with an understanding of the kinds of expenditures which must, under State law, be funded from local revenues. In succinct summary of those restrictions, state appropriations may not be applied to the following:

1. Physical Plant Operations
   a. Wages of custodial and maintenance personnel
   b. Cost of utilities
   c. Cost of supplies and equipment for plant operations and maintenance

2. Bonded Indebtedness
   a. General obligation bonds
   b. Revenue bonds

3. Campus Security

4. Major Repairs and Renovations
   a. Buildings
   b. Streets and Parking

In addition to the expenditures specifically excluded from state funding, local revenues may of course be used for other purposes as determined by each institution.

Community colleges across Texas vary widely in terms of local tax support. Table 5 presents comparisons among ten large Texas community college districts with regard to (1) revenue from local taxes; (2) total revenues; and (3) the percentage of total income which is contributed by taxes. As indicated,

Table 3

COMMUNITY COLLEGE DISTRICT COMPARISONS

FACULTY SALARIES

"TOP TEN" TEXAS DISTRICTS AND ACCD

1982 - 1983

* Rank of Faculty Salaries	District	Base Salary Master's Degree- Sixth Year of Service
1	Dallas	$23,682
2	Del Mar	23,275
3	College of the Mainland	22,795
4	Brazosport	22,672
5	Lee	22,584
6	San Jacinto	22,426
7	Central Texas	22,300
8	North Harris Co.	22,153
9	Tarrant	22,111
10	Odessa	22,055
** 29	Alamo	18,912

* Ranking is for each district as compared to all forty-seven public community college districts in Texas. Source: Texas Junior College Teachers' Association, 1983.

** Adjusted for rank of Assistant Professor ($360) brings salary total to $19,272, which is the 27th ranked salary among Texas districts for similarly qualified and experienced faculty members.

Table 4

FACULTY SALARIES

(MASTER'S DEGREE AT THREE EXPERIENCE LEVELS)

ACCD VS. STATE AVERAGE VS. TENTH RANKED SALARIES

1982 - 83

Experience Level (With Master's Degree)	*Tenth Ranked Salary	*Texas State Average	ACCD	ACCD % Above/Below State Average
Beginning Salary	$19,934	$17,836	$15,522	-13.0%
Sixth Year of Service	22,055	20,061	18,912	-5.7%
Eleventh Year of Service	23,820	21,997	22,054	+0.2%

* Ranking and averages are for all forty-seven public community college districts in Texas.

Table 5

TAX CONTRIBUTIONS

FOR

SELECTED TEXAS COMMUNITY COLLEGES

1980 - 81

District	Income from Taxes *	Total Income *	Taxes Percent of Income
Amarillo	$ 2,852,502	$12,329,411	23.1%
Brazosport	1,384,069	5,904,351	23.4%
Dallas	13,120,616	62,624,253	20.9%
Del Mar	3,346,500	16,528,394	20.2%
Lee	2,196,111	9,271,423	23.7%
North Harris	1,635,566	8,346,300	19.6%
San Jacinto	2,805,993	18,349,654	15.3%
Tarrant	4,584,291	28,519,758	16.0%
Tyler	1,267,524	9,645,626	13.1%
Alamo	2,252,509	42,229,688	5.3% **

Note: Income figures do not include auxiliary enterprises.

* Audited figures for 1980-81

** 4.7% for 1981-82 and 4.1% for 1982-83

Table 6

COMPARATIVE ANALYSIS OF TAX INCOME

ALAMO, TARRANT COUNTY, AND DALLAS COUNTY COMMUNITY COLLEGE DISTRICTS

1981 - 82

	ACCD	TARRANT	DALLAS
Tax Rate for E & G (per $100)	5¢	6.3¢	7¢
Tax Rate for Sinking Fund	-0-	3.2¢	4¢
Total Tax Rate (per $100)	5¢	9.5¢	11¢
Total E & G Income	$44.5 million	$32.9 million	$69 million
Tax Income for E & G	$ 2.1 million	$ 4.5 million	$13 million
% Tax Income of Total E & G	4.7%	13.7%	18.8%
Tax Income for Sinking Fund	-0-	$ 2.7 million	$ 8 million
Total Tax Income	$ 2.1 million	$ 7.2 million	$21 million
State Appropriations	$32.9 million	$21.7 million	$47.2 million
% State Appropriations of Total E & G Income	73.9%	65.9%	68.4%

Table 7

ALAMO COMMUNITY COLLEGE DISTRICT

TAXES AS PERCENT OF GENERAL FUND REVENUES

Fiscal Year	Taxes % of Revenue
1965 - 66	26.0%
1970 - 71	14.7%
1975 - 76	7.6%
1981 - 82	4.7%
1982 - 83	4.1%

Table 8

EXPANSION OF ACCD TO CITY LIMITS
REVENUE GAINED (TAXES) V. REVENUE LOST (OUT-OF-DISTRICT FEES)

Tax Rate	Present Boundaries Tax Base = $4.4 Billion	City Limits Tax Base = $6.1 Billion	Revenue Lost Out-of-District Fees
$ .05/$100	$2.20 million	$3.35 million	not available
$ .0625/$100	$2.75 million	$4.19 million	not available
$ .08/$100	$3.52 million	$5.36 million	not available

EXPANSION OF ACCD TO COUNTY LINE
REVENUE GAINED (TAXES) V. REVENUE LOST (OUT-OF-DISTRICT FEES)

Tax Rate	Present Boundaries Tax Base = $4.4 Billion	County Line Tax Base = $8.5 Billion	Revenue Lost Out-of-District Fees	Net Gain
$ .05/$100	$2.20 million	$4.25 million	$ .67 million	$1.38 million
$ .0675/$100	$2.75 million	$5.31 million	$ .67 million	$1.89 million
$ .08/$100	$3.52 million	$6.80 million	$ .67 million	$2.61 million

SOURCE: Finance Office, Alamo Community College District

local taxes accounted for only 5.3% of revenue for the Alamo Community College District during 1980-81. By comparison, the Tarrant County Junior College District collected roughly twice the amount of taxes to provide sixteen percent of its total revenues.

Extending the comparison of the ACCD to the two most similar Texas districts--Dallas and Tarrant County--Table 6 offers some critical information. For example, the ACCD's tax rate for 1981-82 was 5¢ per $100 valuation, compared to 9.5¢ for Tarrant County and 11¢ for Dallas County. The contribution of taxes to total E & G income was 4.7% for ACCD, compared to 13.7% for Tarrant County and 18.8% for Dallas County. As a consequence, ACCD relied on the State for 73.9% of its E & G income, while state appropriations contributed 65.9% and 68.4% to E & G revenues for the Tarrant County and Dallas County districts, respectively.

The figures in Tables 5 and 6 indicate a relatively low level of local tax support for the Alamo Community College District, in comparison with other similar districts. Even in comparison with its own history, the ACCD appears to be losing ground. As shown in Table 7, taxes as a percent of general fund revenues have declined steadily from 26% in 1965-66 to 4.1% in the current fiscal year. During that period of time, dramatic growth in community college enrollments produced significant increases in state appropriations. Because the Alamo Community College District has never in its thirty-eight-year history experienced a single tax rate increase, the proportional contribution of local taxes to total revenue has diminished rapidly.

FUND BALANCES

In accord with the District's accounting procedures, any surplus revenues remaining at the end of a fiscal year are transferred from the operating budget into reserves. Once committed to reserves, the funds are unavailable for use (other than production of investment income) unless a transfer from reserves is specifically authorized by the Board of Trustees. In any case, a certain amount of ACCD reserve funds is restricted according to the terms of bond covenants, and another specified amount has been reclassified (following the 1980-81 Audit) into liabilities for earned and vested vacation rights of employees.)

The substantial size of the ACCD's fund balances is primarily attributable to the large end-of-year surpluses produced as a result of imprecise budgeting over a number of years. An unfortunate consequence of that imprecision was that monies were then not available for use in raising salary levels, nor for planned maintenance of physical facilities. Ironically, therefore, during the years when budget surpluses were bolstering the District's reserves, faculty salary levels were declining relative to other community colleges, and maintenance expenditures lagged far behind the need.

A brief summary of the current status of Alamo Community College District fund balances is provided on the following page:

Amount reclassified into liabilities for earned and vested vacation and sick leave rights of employees (Audit of 1980-81)	$2,589,041
Amount designated or restricted as of 8-31-82	*$5,430,725
1982-83 Authorizations by Board of Trustees	
Acquisition of District Offices	*$2,950,000
Appropriated for capital equipment	1,252,735
Appropriated for capital projects	2,747,265
	$6,950,000
Unencumbered, unappropriated fund balances as of 8-31-82 minus impact of 1982-83 actions	$5,593,959

* Includes $1,389,668 previously designated for construction, bonds, and acquisitions.

The amount of currently unencumbered, unappropriated fund balances shown above ($5,593,959) is equivalent to 10.7% of the 1982-83 expenditure budget and is slightly greater than the expenditure level for one (1) month during the academic year. To provide guidance in future financial planning, a policy statement should be developed to establish a minimum level of unencumbered reserves to be available for emergencies. That minimum level should be (a) an amount equivalent to ten percent (10%) of the expenditure budget for a given fiscal year or (b) an amount equal to expenditures for one (1) month during the academic year (September-May).

Whatever the precise working of a policy on maintenance of minimum reserves, it is clear that any further significant depletion of reserves would leave the District in a vulnerable financial position.

SPACE AND PHYSICAL PLANT

The chart on the following page provides comparisons of enrollments, investment in physical plant, building values, and net assignable space for five Texas community college districts. The districts were selected on the basis of their comparability to the Alamo Community College District; that is, they are all urban, multi-campus institutions. Note should be taken, however, of several contrasting factors:

(1) The Dallas County Community College District is the only institution (other than ACCD) which is organized as a "multi-college" district.

(2) The Dallas, Tarrant, and El Paso districts all encompass a total county as their service area; San Jacinto is "surrounded" by other districts and therefore has no options for geographical boundary expansion.

(3) Other than ACCD colleges, the oldest institution in the comparison group is San Jacinto College, established in 1960. The others were all established between 1965 and 1974.

The comparisons presented may be considered in light of two perspectives: (1) the present situation, without regard to future enrollment growth and program development; and (2) future needs, considering projected growth patterns and District goals. In simple terms, the present situation may be characterized by stating that the Alamo Community College District has the smallest number of assignable square feet per student of any community college in Texas.

For example, in comparison to Tarrant County Junior College (the institution most comparable in enrollment to ACCD), the San Antonio district has a 28% greater enrollment, but 16% less investment in physical plant and 24% less net assignable space. When compared to the Dallas district, ACCD shows a 35% lower enrollment, but a 72% lower investment in physical plant and 56% less net assignable space. In sum, the amount of assignable square feet per student in ACCD is 32% less than the average for the five comparison districts and almost 50% less than the average for all Texas public community colleges.

With respect to the potential for enrollment growth, expansion of current services, and development of new programs, it is clear that the Alamo Community College District is beginning from a point well behind the "starting line." Even for the support of existing programs and students, space and facilities lag behind the "norms" for community colleges in the state. Thus, strategic planning for the District's future must address not only that current discrepancy but also the space and facility needs which will be tied to efforts for enrollment growth and program expansion.

ENROLLMENT, PHYSICAL PLANT, AND SPACE COMPARISONS
FIVE TEXAS COMMUNITY COLLEGE DISTRICTS
1980

DISTRICT	FALL ENROLLMENT - 1980			INVESTMENT IN PHYSICAL PLANT -- FY 1980			BUILDING VALUE -- FY 1980			NET ASSIGNABLE FACILITIES SPACE -- FY 1980			
	* HEADCOUNT	PERCENT OF COMPARISON GROUP TOTAL	PERCENT OF STATE TOTAL	* TOTAL $	PERCENT OF COMPARISON GROUP TOTAL	PERCENT OF STATE TOTAL	* TOTAL $	PERCENT OF COMPARISON GROUP TOTAL	PERCENT OF STATE TOTAL	* SQUARE FT.	PERCENT OF COMPARISON GROUP TOTAL	PERCENT OF STATE TOTAL	SQUARE FT. PER STUDENT (HEADCOUNT)
San Antonio (2 campuses)	27,157	23.0%	10.8%	$ 45,968,171	13.5%	5.9%	$ 23,944,775	10.8%	4.6%	644,319	16.0%	5.4%	23.7
Dallas (7 campuses)	41,548	35.9%	16.5%	$162,003,833	47.7%	20.7%	$110,503,436[1]	49.8%	21.2%	1,476,135[4]	36.6%	12.5%	35.5
El Paso (3 campuses)	11,817	10.2%	4.7%	$ 34,074,351	10.4%	4.4%	$ 22,735,066[2]	10.2%	4.4%	386,114	9.6%	3.3.%	32.7
San Jacinto (3 campuses)	14,037	12.1%	5.6%	$ 42,340,072	12.5%	5.4%	$ 28,729,664[3]	12.9%	5.5%	679,787	16.8%	5.7%	48.4
Tarrant Co. (3 campuses)	21,148	18.3%	8.4%	$ 54,924,319	16.2%	7.0%	$ 36,061,107	16.2%	6.9%	851,750	21.1%	7.2%	40.3
Total comparison group	115,707	100.0%	46.0%	$339,310,746	100.0%	43.4%	$221,974,048	100.0%	42.6%	4,038,105	100.0%	34.1%	34.9 = avg.
State	251,076	------	100.0%	$781,383,965	------	100.0%	$521,035,713	------	100.0%	11,837,134	------	100.0%	47.1 = avg.

* Data Source: Statistical Supplement, 1981 Annual Report, Coordinating Board, Texas College and University System

1 Construction in progress (1980) -- $4,217,843

2 Construction in progress (1980) -- $2,454,619

3 Construction in progress (1980) -- $2,821,684

4 Conservative estimate (Incomplete data reported)

NOTE: Relatively lower building values and investment in physical plant for the Alamo Community College District are partially due to the age of ACCD facilities and, consequently, their lower cost at the time of purchase.

PROPOSED POLICY POSITIONS

In light of the information thus far provided and given the need for financial policies to guide planning for future development of the College District, the following position statements are set forth for consideration and discussion.

1. State appropriations.

   An assumption should be made that appropriations from the State of Texas will remain stable as a percentage of income. A realistic objective would state that those monies will contribute seventy percent (70%) of the District's total Educational and General revenues.

2. Student tuition and fees.

   The educational needs of the San Antonio Community, together with the relatively low median income of its citizens, create a mandate to provide accessible educational opportunity for all citizens but especially for the economically disadvantaged. The District should therefore limit student tuition and fees to a level not to exceed fifteen percent (15%) of total Educational and General revenues.

3. Local taxes.

   Local taxes should contribute fifteen percent (15%) of total Educational and General revenues. Given the current level of local support (4.1% of revenues for 1982-83), this objective would necessarily be attained in gradual phases over a multi-year period.

4. Reserves (fund balances).

   As a provision for emergencies, unencumbered reserves should be maintained at a level equal to ten percent (10%) of Educational and General expenditures for each fiscal year.

5. Federal funds.

   Due to the uncertainity of federal funding from year to year, the District should maintain a financial position in which federal funds remain a negligible source of income. Federal monies should provide for enrichment of college programs and services rather than for ongoing operational revenues.

6. "Other" income.

   Earned interest on fund balances, grants, and other income should be applied insofar as possible to control or reduce educational costs to students.

7. Faculty salaries.

   Faculty salaries for the Alamo Community College District should be ranked among the top ten of the forty-seven community college districts in Texas.

8. Staff salaries.

   Staff salaries for the Alamo Community College District should be equivalent to the paid average in the labor market for comparable positions.

ALTERNATIVE FINANCIAL PLANS

Previous "position papers" have focused on growth activity in Bexar County, on the potential for development of the Alamo Community College District, and on the economic and social priorities of the community. In turn, the present paper has set forth a number of financial policy issues for consideration. Still pending is a discussion of certain descriptive studies of the ACCD's students, faculty, and space ulitization.

As these discussions are integrated and conclusions are drawn, a desirable outcome is the formulation of a financial plan for District development. For purposes of discussion, two alternative financial plans are outlined on the following pages. The major distinctions between the two plans lie in their respective assumptions regarding (1) expansion of District boundaries and (2) development of new college campuses. Specifically, "Financial Plan #1" assumes no change in District boundaries and the addition of a new college in the southwest quadrant of the county. In contrast, "Financial Plan #2" assumes expansion of District boundaries to the Bexar County line, as well as the addition of two new colleges in the southwest and northeast quadrants. Other assumptions, common to both plans, are consistent with the proposed policy positions set forth earlier.

Emphasis should be placed on the tentative nature of these financial estimates. Such projections are always subject to significant error and must be updated on an annual basis as new information becomes available. Therefore, their greatest usefulness is in focusing discussions and decisions on strategic direction for the college District.

The current recommendations of the Legislative Budget Board call for an increase of eleven percent (11%) in state appropriations to the ACCD for 1983-84 and a six percent (6%) increase for the following year. In light of that recommendation, the state appropriations projected in the two financial plans are conservative but realistic.

In terms of dollars, the projected increase in state appropriations for 1983-84 is $3,228,000 over the current level. Assuming no transfers from reserves, a full thirty-eight percent (38%) of that increase would be required to support expenditures for capital equipment at the 1982-83 level. Thus, the challenge of improving faculty salaries while supporting enrollment growth and program development is obvious.

Information presented in "position paper #2" (College Enrollment Potential), assuming no significant efforts for program development, campus development, or marketing, indicates that the ACCD may expect to serve 4700 to 5100 more students in 1990 than in the Fall of 1982. Thus, in light of development efforts currently under consideration, the enrollment projections used in the alternative "Financial Plans" are realistic and perhaps even conservative. The projected growth of San Antonio College and St. Philip's College is also consistent with capacity estimates set forth in the Role and Scope statements for those colleges. (See "ACCD: An Overview.") As this information is reviewed, it becomes apparent that a third possible "Financial Plan"--that is, one that provides for no additional campuses--would result in turning away increasing numbers of potential students by the end of the 1980's.

ENROLLMENT, PHYSICAL PLANT, AND SPACE COMPARISONS
FIVE TEXAS COMMUNITY COLLEGE DISTRICTS
1980

DISTRICT	FALL ENROLLMENT - 1980			INVESTMENT IN PHYSICAL PLANT -- FY 1980			BUILDING VALUE -- FY 1980			NET ASSIGNABLE FACILITIES SPACE -- FY 1980			
	* HEADCOUNT	PERCENT OF COMPARISON GROUP TOTAL	PERCENT OF STATE TOTAL	* TOTAL $	PERCENT OF COMPARISON GROUP TOTAL	PERCENT OF STATE TOTAL	* TOTAL $	PERCENT OF COMPARISON GROUP TOTAL	PERCENT OF STATE TOTAL	* SQUARE FT.	PERCENT OF COMPARISON GROUP TOTAL	PERCENT OF STATE TOTAL	SQUARE FT. PER STUDENT (HEADCOUNT)
San Antonio (2 campuses)	27,157	23.0%	10.8%	$ 45,968,171	13.5%	5.9%	$ 23,944,775	10.8%	4.6%	644,319	16.0%	5.4%	23.7
Dallas (7 campuses)	41,548	35.9%	16.5%	$162,003,833	47.7%	20.7%	$110,503,436[1]	49.8%	21.2%	1,476,135[4]	36.6%	12.5%	35.5
El Paso (3 campuses)	11,817	10.2%	4.7%	$ 34,074,351	10.4%	4.4%	$ 22,735,066[2]	10.2%	4.4%	386,114	9.6%	3.3.%	32.7
San Jacinto (3 campuses)	14,037	12.1%	5.6%	$ 42,340,072	12.5%	5.4%	$ 28,729,664[3]	12.9%	5.5%	679,787	16.8%	5.7%	48.4
Tarrant Co. (3 campuses)	21,148	18.3%	8.4%	$ 54,924,319	16.2%	7.0%	$ 36,061,107	16.2%	6.9%	851,750	21.1%	7.2%	40.3
Total comparison group	115,707	100.0%	46.0%	$339,310,746	100.0%	43.4%	$221,974,048	100.0%	42.6%	4,038,105	100.0%	34.1%	34.9 = avg.
State	251,076	------	100.0%	$781,383,965	------	100.0%	$521,035,713	------	100.0%	11,837,134	------	100.0%	47.1 = avg.

* Data Source: Statistical Supplement, 1981 Annual Report, Coordinating Board, Texas College and University System

1 Construction in progress (1980) -- $4,217,843

2 Construction in progress (1980) -- $2,454,619

3 Construction in progress (1980) -- $2,821,684

4 Conservative estimate (incomplete data reported)

NOTE: Relatively lower building values and investment in physical plant for the Alamo Community College District are partially due to the age of ACCD facilities and, consequently, their lower cost at the time of purchase.

Amount reclassified into liabilities for earned and vested vacation and sick leave rights of employees (Audit of 1980-81)	$2,589,041
Amount designated or restricted as of 8-31-82	*$5,430,725
1982-83 Authorizations by Board of Trustees	
Acquisition of District Offices	*$2,950,000
Appropriated for capital equipment	1,252,735
Appropriated for capital projects	2,747,265
	$6,950,000
Unencumbered, unappropriated fund balances as of 8-31-82 minus impact of 1982-83 actions	$5,593,959

* Includes $1,389,668 previously designated for construction, bonds, and acquisitions.

The amount of currently unencumbered, unappropriated fund balances shown above ($5,593,959) is equivalent to 10.7% of the 1982-83 expenditure budget and is slightly greater than the expenditure level for one (1) month during the academic year. To provide guidance in future financial planning, a policy statement should be developed to establish a minimum level of unencumbered reserves to be available for emergencies. That minimum level should be (a) an amount equivalent to ten percent (10%) of the expenditure budget for a given fiscal year or (b) an amount equal to expenditures for one (1) month during the academic year (September-May).

Whatever the precise working of a policy on maintenance of minimum reserves, it is clear that any further significant depletion of reserves would leave the District in a vulnerable financial position.

Table 6

COMPARATIVE ANALYSIS OF TAX INCOME

ALAMO, TARRANT COUNTY, AND DALLAS COUNTY COMMUNITY COLLEGE DISTRICTS

1981 - 82

	ACCD	TARRANT	DALLAS
Tax Rate for E & G (per $100)	5¢	6.3¢	7¢
Tax Rate for Sinking Fund	-0-	3.2¢	4¢
Total Tax Rate (per $100)	5¢	9.5¢	11¢
Total E & G Income	$44.5 million	$32.9 million	$69 million
Tax Income for E & G	$ 2.1 million	$ 4.5 million	$13 million
% Tax Income of Total E & G	4.7%	13.7%	18.8%
Tax Income for Sinking Fund	-0-	$ 2.7 million	$ 8 million
Total Tax Income	$ 2.1 million	$ 7.2 million	$21 million
State Appropriations	$32.9 million	$21.7 million	$47.2 million
% State Appropriations of Total E & G Income	73.9%	65.9%	68.4%

Table 7

ALAMO COMMUNITY COLLEGE DISTRICT

TAXES AS PERCENT OF GENERAL FUND REVENUES

Fiscal Year	Taxes % of Revenue
1965 - 66	26.0%
1970 - 71	14.7%
1975 - 76	7.6%
1981 - 82	4.7%
1982 - 83	4.1%

ALAMO COMMUNITY COLLEGE DISTRICT

FINANCIAL PLAN #1

Basic Assumptions:

No expansion of District boundaries
New college established 1985-86 (2,500 students)
Student growth of 2,500 for both SAC and SPC over period to 1990
Mix of programs remains same as present for funding projections
State funds to approximate 70% of income in 1989-90
Taxes to approximate 15% of income in 1989-90
Tuition and fees to approximate 15% of income in 1989-90
NOTE: All projected figures are stated in thousands of dollars.

ESTIMATED REVENUE	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Transfer from Fund Balance	1,253[1]	- 0 -	-0-	-0-	-0-	-0-	-0-	-0-
State Funds	35,831	39,059	42,000	44,000	48,100[2]	49,700	52,800	56,000
Federal funds	329	250	225	225	200	250	250	250
Tuition & Fees[3]	6,775	7,000	7,200	8,900	9,100	9,500	9,700	9,900
Taxes[4]	2,143	2,675	3,350	4,300	5,250	7,550	9,200	11,000
Other Revenue	5,733	6,000	6,500	7,000	7,000	6,500	6,500	6,500
Totals	$52,064	$54,984	$59,275	$64,425	$69,650	$73,500	$78,450	$83,650
ESTIMATED EXPENDITURES								
Salaries[5]	37,257	40,204	44,300	47,125	51,320	55,000	59,700	64,000
General Expense[6]	10,947	11,030	11,225	12,550	13,580	13,750	14,000	14,900
Equipment and Computer Services[7]	3,410	3,300	3,300	3,000	3,000	3,000	3,000	3,000
Debt Service[8]	450	450	450	1,750	1,750	1,750	1,750	1,750
Totals	$52,064	$54,984	$59,275	$64,425	$69,650	$73,500	$78,450	$83,650

Financial Notes:

1. To fund 1982-83 equipment needs
2. New campus state appropriations increase $1.5M 1986-87 - project 6% increase to 89-90
3. 3% increase required each year (adjust to enrollment projections)
4. 25% rate increase each year
5. 9% average increase projected for sum of salary accounts
6. 6% inflation rate applied - some years retained at previous year level (control necessary)
7. Equipment and Computer Services levels held constant or controlled
8. Debt service increase $1.3M for $12.5M campus 1985-86 (to retire general obligation bonds requiring voter approval)

ALAMO COMMUNITY COLLEGE DISTRICT

FINANCIAL PLAN #2

Basic Assumptions:

Expansion of District boundaries Fall 1983 to all Bexar County
New college established 1985-86 (2500 students)
Mix of programs remains same as present for funding projections
State funds to approximate 70% of revenue in 1989-90
Taxes to approximate 15% of revenue in 1989-90
Tuition and fees to approximate 15% of revenue in 1989-90
Student growth (other than new colleges) 2,500 for both SAC and SPC to 1990
New college established 1987-88 (3000 students)
Note: All projected figures are stated in thousands of dollars.

ESTIMATED REVENUE	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Transfer from Fund Balance	1,253	-0-	-0-	-0-	-0-	-0-	-0-	-0-
State Funds	35,831	39,059	42,000	44,000	47,500[1]	50,000	56,000[1]	58,000
Federal Funds	329	250	225	225	200	250	250	250
Tuition and Fees[2]	6,775	6,200[3]	6,700	7,900	8,700	10,200	11,000	11,300
Taxes[4]	2,143	4,350	5,700	7,600	10,500	11,000	12,500	13,200
Other Revenue	5,733	6,000	6,500	6,500	7,000	6,500	6,500	6,500
Totals	$52,064	$55,859	$61,125	$66,225	$73,900	$77,950	$86,250	$89,250
ESTIMATED EXPENDITURES								
Salaries[5]	37,257	40,204	44,300	48,050	54,820	58,200	62,382	66,382
General Expense[6]	10,947	11,030	11,225	13,425	14,330	15,282	16,400	16,400
Equipment & Computer Services[7]	3,410	3,300	3,300	3,000	3,000	3,000	4,000	3,000
Debt Service[8]	450	450	450	1,750	1,750	3,468	3,468	3,468
Reserve for Debt Service	-0-	875[9]	1,850[9]	-0-	-0-	-0-	-0-	-0-
Totals	$52,064	$55,859	$61,125	$66,225	$73,900	$77,950	$86,250	$89,250

Financial Notes:

1. New campus state appropriation increase $1.5M 1986-87 and $2.0M 1988-89
2. 3% increase required each year (adjust to enrollment projections)
3. Expansion of District eliminates out of district fees
4. 25% rate increase each year plus expansion of District boundaries 1983
5. 9% average increase projected for sum of salary accounts
6. 6% inflation applied - some years retained at previous year level (control necessary)
7. Equipment and Computer Services levels held constant or controlled
8. Debt Service increase $1.3M for $12.5M campus 1985-86 and $1.7M for $16.5M campus 1987-88 (to retire general obligation bonds requiring voter approval)
9. Tax revenues not needed for operations

RESPONSE SHEET

FINANCE: PRESENT STATUS AND STRATEGIES FOR THE FUTURE

Based on the information presented in this paper and in light of your own knowledge and experience, please respond to the following statements. Indicate the extent to which you agree or disagree by circling the appropriate number on the response scale:

1 = strongly disagree
2 = moderately disagree
3 = somewhat disagree
4 = (no opinion)
5 = somewhat agree
6 = moderately agree
7 = strongly agree

Space is provided for comments and suggestions following each set of related statements.

1. With respect to major strategic financial issues for the Alamo Community College District, the position paper provides information adequate to serve as a basis for discussion.	1	2	3	4	5	6	7

What additional information might be helpful?

_____

_____

_____

Comments: _____

_____

_____

_____

_____

2. Listed below are the "proposed policy positions" set forth in the position paper. For each policy statement, please indicate the extent to which you would support the inclusion of that statement as an integral part of the ACCD's strategic financial policy.

a. State appropriations will contribute approximately seventy percent (70%) of the ACCD's total E & G revenues.	1	2	3	4	5	6	7
b. Income from student tuition and fees should not exceed fifteen percent (15%) of total E & G revenues.	1	2	3	4	5	6	7
c. Local taxes should contribute fifteen percent (15%) of total E & G revenues.	1	2	3	4	5	6	7
Tax increases necessary to attain this goal should be phased in gradually over a period to 1989-90.	1	2	3	4	5	6	7
d. Unencumbered reserves should be maintained at a level equal to ten percent (10%) of E & G expenditures for each fiscal year.	1	2	3	4	5	6	7
e. Federal funds will remain a negligible source of revenue for the District.	1	2	3	4	5	6	7
f. Earned interest on fund balances, grants, and other income should be applied insofar as possible to control or reduce educational costs to students.	1	2	3	4	5	6	7
g. Faculty salaries should be ranked among the top ten of the 47 community college districts in Texas.	1	2	3	4	5	6	7
h. Staff salaries should be equivalent to the paid average in the labor market for comparable positions.	1	2	3	4	5	6	7

Comments: _____

_____

_____

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_____

3. Please indicate your general response to "Financial Plan #1."

a. In light of information previously presented and discussed, the plan suggests a reasonable alternative strategy for the District.	1	2	3	4	5	6	7
b. The plan appears to be consistent with the "proposed policy positions" and supporting information presented in this paper.	1	2	3	4	5	6	7

Comments: _____

_____

_____

_____

4. Please indicate your general response to "Financial Plan #2."

a. In light of information previously presented and discussed, the plan suggests a reasonable alternative strategy for the District.	1	2	3	4	5	6	7
b. The plan appears to be consistent with the "proposed policy positions" and supporting information presented in this paper.	1	2	3	4	5	6	7

Comments: _____

_____

_____

_____

5. Please indicate your general response to a potential financial plan which would provide for support and limited growth of the two existing colleges but not for development of a new college or colleges.

a. In light of information previously discussed, such a plan would provide a reasonable alternative strategy for the District.	1	2	3	4	5	6	7
b. Such a plan would be consistent with the "proposed policy positions" and supporting information presented in this paper.	1	2	3	4	5	6	7

6. In your opinion, what are the two or three most significant financial priorities for the Alamo Community College District over the next five to ten years?

_____

_____

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STUDENTS AND FACULTY: FACTS AND FUTURES

INTRODUCTION

Provided in this paper are discussions of the two major resources of the Alamo Community College District: its students and its faculty. The first section will deal with four questions pertaining to the student population: (1) Who are the ACCD's students? (2) From where do they come? (3) Why do they come? (4) Why do they leave? The second section will focus on faculty characteristics; and a final summary section will highlight issues for consideration in strategic planning.

PART I: STUDENTS

ACCD STUDENTS: WHO ARE THEY?

Analyses of ACCD student enrollment and student demographic characteristics, including tabular displays and narrative discussion, were provided in an earlier paper. For ease of reference, the tables are reproduced on the following pages. (See Table 1 and Table 2). The narrative discussion may be reviewed in "ACCD: An Overview" (page 2). In brief, the tables show that the ACCD is a large community college district serving a student body which is mostly part-time (67%), relatively mature (average age = 28), ethnically mixed, and increasingly interested in occupational/technical studies.

ACCD STUDENTS: FROM WHERE DO THEY COME?

While the number of ACCD students living outside Bexar County increased by two percent (2%) from Fall, 1976, to Fall, 1982, over ninety-five percent (95%) of current students are county residents. Outside of Bexar County, the counties providing the largest number of enrollees are Guadalupe (388), Comal (199), Medina (140), and Atascosa (135).

The trend for in-district versus out-of-district enrollees is illustrated in Table 3. In contrast to the small increase in out-of-county enrollment from 1976 to 1982, there has been a striking increase (26.8%) in out-of-district enrollment. During the same period, in-district enrollment has declined. The inescapable conclusion is that the ACCD's areas of enrollment growth have been within Bexar County but outside the District's boundaries. Given the county's overall population growth trends (as indicated by the 1980 census), that finding is not surprising.

A further indication of the ACCD's enrollment picture may be obtained through analyses of enrollments from "feeder" high schools. Rank ordered in Table 4 are the top twenty (20) feeder schools for Fall, 1976. Also shown are their ACCD enrollees for Fall, 1976 and Fall, 1982, and the percent change over that time period. With few exceptions, the enrollments from San Antonio's inner city and south side high schools have tended to decline while enrollments from north side high schools have substantially increased. Still, in terms of raw numbers, the ACCD's traditional links remain important. With feeder schools grouped into their respective districts, the emerging pattern is reflected in Table 5. The column showing percentages of "college-bound" students produced by each school district is consistent with the ACCD's recent growth in north side (often out-of-district) areas.

Table 1

ALAMO COMMUNITY COLLEGE DISTRICT

Student Enrollment - Fall, 1982

	San Antonio College	St. Philip's College	District Total	Southwest Center*		
				SAC	SPC	TOTAL
TOTAL REGISTERED STUDENTS:	21,247	6,917	28,164	811	482	1,293
TOTAL CREDIT HOURS:	174,990	57,375	232,365	6,192	4,486	10,678
FULL-TIME EQUIVALENT: (Total Credit Hours ÷ 15)	11,666	3,825	15,491	412	299	711
Full-Time/Part-Time						
Full-Time: 12+ Hours	6,880 (32%)	2,419 (35%)	9,299 (33%)	204	184	388
Part-Time:	14,367 (68%)	4,498 (65%)	18,865 (67%)	607	298	905
Day/Evening						
Day Students:	9,952 (47%)	3,104 (45%)	13,056 (46%)	248	150	398
Evening Students:	9,161 (43%)	3,145 (45%)	12,306 (44%)	454	280	734
Concurrent Students:	1,645 (8%)	453 (7%)	2,098 (7%)	109	52	161
(No Response):	489 (2%)	215 (3%)	704 (2%)	---	---	---
Residency Status						
In-District:	11,778 (55%)	4,698 (68%)	16,476 (58%)	549	343	892
Out-of-District:	7,280 (34%)	1,938 (28%)	9,218 (33%)	255	138	393
Out-of-State:	2,189 (10%)	281 (4%)	2,470 (9%)	7	1	8
Declared Majors						
Arts and Sciences:	8,179 (38%)	1,061 (15%)	9,240 (33%)			
Occupational/Technical:	2,752 (13%)	4,773 (69%)	7,525 (27%)			
(Undecided/No Response):	10,316 (49%)	1,083 (16%)	11,399 (40%)			
Student Contact Hours						
Arts and Sciences:	2,237,728 (65%)	404,144 (28%)	2,641,872 (54%)			
Occupational/Technical:	1,227,792 (35%)	1,023,584 (72%)	2,251,376 (46%)			

*Southwest Center enrollments are included in the figures for San Antonio College, St. Philip's College, and District totals.

Table 2

ACCD STUDENT DEMOGRAPHIC CHARACTERISTICS

Fall, 1982

	SAC	SPC	District Total
SEX			
Male	9,540 (45%)	4,520 (65%)	14,060 (50%)
Female	11,707 (55%)	2,397 (35%)	14,104 (50%)
AGE			
Under 18	71 (.3%)	10 (.1%)	81 (.3%)
18-21	7,603 (36%)	1,652 (24%)	9,255 (33%)
22-24	3,434 (16%)	891 (13%)	4,325 (15%)
25-30	4,525 (21%)	1,693 (24%)	6,218 (22%)
31-35	2,274 (11%)	855 (12%)	3,129 (11%)
36-50	2,790 (13%)	1,424 (21%)	4,214 (15%)
51-64	516 (2%)	363 (5%)	879 (3%)
65 and over	23 (.1%)	22 (.3%)	45 (.2%)
(No response)	12 (.1%)	8 (.1%)	20 (.1%)
Average Age	26.9	30.4	27.8
ETHNIC GROUP			
White/Non-Hispanic	10,279 (48%)	2,099 (30%)	12,378 (44%)
Black/Non-Hispanic	1,391 (7%)	1,657 (24%)	3,048 (11%)
Hispanic	8,737 (41%)	2,691 (39%)	11,428 (41%)
Asian/Pacific Islander	271 (1%)	67 (.9%)	338 (1%)
American Indian	95 (.4%)	30 (.4%)	125 (.4%)
Non-resident Alien/ Foreign National	465 (2%)	46 (.7%)	511 (2%)
(No response)	9 (.1%)	327 (5%)	336 (1%)

TABLE 3

RESIDENCE STATUS OF ENROLLEES IN ACCD:

Fall, 1976 vs. Fall, 1982

San Antonio College:

Residence Category	Fall, 1976	Fall, 1982	Percent Change
In-district	13,644 (64.3%)	11,778 (55.4%)	-13.7%
Out-of-district	7,574 (35.7%)	9,471 (44.6%)	+25.0%

St. Philip's College:

Residence Category	Fall, 1976	Fall, 1982	Percent Change
In-district	5,427 (76.7%)	4,698 (67.9%)	-13.4%
Out-of-district	1,648 (23.3%)	2,221 (32.1%)	+34.8%

District Summary:

Residence Category	Fall 1976	Fall, 1982	Percent Change
In-district	19,071 (67.4%)	16,476 (58.5%)	-13.6%
Out-of-district	9,222 (32.6%)	11,692 (41.5%)	+26.8%

Source: Office of Institutional Research, Alamo Community College District

TABLE 4

TOP TWENTY FEEDER HIGH SCHOOLS IN FALL, 1976:

Enrollments in ACCD

Fall, 1976 vs. Fall, 1982

Rank	High School	School District*	No. of Enrollees Fall, 1976	No. of Enrollees Fall, 1982	% Changes
1	Fox Tech	SAISD	1265	915	-27.7%
2	Jefferson	SAISD	1209	1020	-15.6%
3	Brackenridge/Wheatley	SAISD	1113	791	-28.9%
4	Sidney Lanier	SAISD	865	644	-25.5%
5	Highlands	SAISD	826	866	+ 4.8%
6	Harlandale	HISD	798	697	-12.7%
7	Burbank	SAISD	748	771	+ 3.1%
8	Edgewood	EISD	701	478	-31.8%
9	Edison	SAISD	598	575	- 3.8%
10	Lee	NEISD	589	612	+ 3.9%
11	Kennedy	EISD	580	530	- 8.6%
12	Sam Houston	SAISD	533	618	+15.9%
13	South San Antonio	SSAISD	532	528	- .8%
14	Roosevelt	NEISD	454	630	+38.8%
15	McCollum	HISD	442	448	+ 1.4%
16	Churchill	NEISD	440	579	+31.6%
17	Jay	NISD	428	616	+43.9%
18	MacArthur	NEISD	417	510	+22.3%
19	Holmes	NISD	387	598	+54.5%
20	Marshall	NISD	382	444	+16.2%

*SAISD: San Antonio Independent School District
EISD: Edgewood Independent School District
NEISD: North East Independent School District
SSAISD: South San Antonio Independent School District
HISD: Harlandale Independent School District
NISD: Northside Independent School District

Source: Office of Institutional Research, Alamo Community College District

TABLE 5

COMPARISON OF PUBLIC SCHOOL DISTRICTS BY GROSS ENROLLMENT AND NUMBER OF STUDENTS ENROLLED IN ACCD

District	1980-81 Gross ADA	Gross Rank	% College Bound	# Enrolled ACCD Spring, 1982	ACCD Rank
San Antonio	56,308	1	50%	5293	1
North East	31,304	2	67%	2110	2
Northside	30,857	3	67%	1626	3
Edgewood	16,220	4	48%	1200	4
Harlandale	14,433	5	50%	1013	5
South San Antonio	10,126	6	55%	511	6
Judson	8,092	7	60%	343	7
Southwest	4,830	8	33%	143	10
East Central	4,152	9	35%	244	9
Alamo Heights	3,146	10	80%	254	8
Southside	1,886	11	55%	91	11
Somerset	1,340	12	34%	37	13
Ft. Sam Houston	1,324	13	85%	52	12
Randolph Field	1,193	14	75%	33	14
Lackland	814	15	30%	7	15

SOURCE: Office of School and College Relations, Alamo Community College District, 1982

ACCD STUDENTS: FROM WHERE DO THEY COME? (Con't'd)

Two somewhat different perspectives on ACCD enrollment are provided by Tables 6 and 7. Of the students entering ACCD colleges for the first time, Table 6 indicates that in Fall, 1981, sixty-five percent (65%) were embarking on their first college experience. The most remarkable statistic in the table, however, is the one which indicates that only twenty-six percent (26%) of the District's total enrollments were students entering SAC or SPC for the first time. All others were returning students who had been enrolled during some previous semester.

The student return rate is further illustrated in Table 7, which analyzes the method of admission for students enrolled in Fall, 1981. "Returning students" (60%) are those enrolling in consecutive semesters, while "re-entering students" (15%) have "stopped out" for at least one term. Considering San Antonio's high rate of high school non-completers (38%), the percentage of admissions based on the G.E.D. (2%) may well seem exceptionally low.

Analyses of ACCD enrollment by zip codes of student residences are presented in Tables 8, 8a, and 8b. Table 8 provides a summary comparison of enrollments in Fall, 1976, and Fall, 1982, with zip codes grouped into the traditional quadrants of Bexar County. Consistent with other data presented, the summary indicates a substantial six-year decline in enrollments from the southwest and southeast quadrants, with increases occurring in the northwest and northeast. A more detailed analysis, listing each zip code separately, is provided in Tables 8a and 8b. Finally, a reference map and visual presentation of the data is displayed in Figure 1.

Previous discussions have highlighted certain demographic characteristics of Bexar County, as revealed by the 1980 Census of the Population. Because the Census data is not currently organized by zip code units, it is necessary to devise some means (less convenient, perhaps) for comparing ACCD enrollment figures (organized by zip code) to the demographic information (organized by census tracts). Toward that end, notation in Tables 8, 8a, and 8b denotes the census tract series which correspond to each quadrant and zip code. Please note that these notations are approximate and quite susceptible to error, since zip codes and census tracts are not coterminous. Despite that obvious shortcoming, it will be possible, knowing the census tract series in which a given zip code lies, to gain a very good sense of the demographic characteristics of that geographical area. To serve that purpose, Table 9 provides a selective demographic description of Bexar County, organized by census tract series. Finally, the major characteristics of each census tract series are summarized in a more visual form in Figure 2.

ACCD STUDENTS: WHY DO THEY COME?

A reasonable understanding of students' goals in attending the community colleges may be obtained from the Student Educational Intent survey conducted at SAC during registration for Fall, 1982. That study indicates that thirty-two percent (32%) of students responding were attending college to prepare for a job, twenty percent (20%) hoped to improve existing job skills, thirty-one percent (31%) sought university transfer studies, and fifteen percent (15%) attended for reasons of personal interest. Demonstrating that educational objectives are not always tied to the completion of a degree, twenty-four percent (24%) of the ACCD's students in Fall '82 were persons who had already completed sixty or more semester hours of college study.

TABLE 6

FIRST TIME ENTERED STUDENTS BY SOURCE
SAN ANTONIO COLLEGE AND ST. PHILIP'S COLLEGE
Fall Semester, 1981

	SAC		SPC		DISTRICT	
	#	%	#	%	#	%
First Time Entered College	3,484	67%	870	58%	4,354	65%
From Texas Jr. College	346	7%	321	21%	667	10%
From Texas Sr. College	465	9%	98	7%	563	8%
From Out-of-State Institutions	894	17%	210	14%	1,104	17%
Total First Time Entered Students	5,189	100%	1,499	100%	6,688	100%
First Time Entered Students as a Percent of Total Enrollment	26%		24%		26%	

TABLE 7
ALAMO COMMUNITY COLLEGE DISTRICT
METHOD OF ADMISSION
Fall Semester, 1982

METHOD OF ADMISSION	SAC		SPC		DISTRICT	
	#	%	#	%	#	%
High School Graduate	3,391	16%	450	7%	3,841	14%
Written Exam (GED)	460	2%	151	2%	611	2%
Re-Entering Student	3,649	17%	482	7%	4,131	15%
Transfer	2,074	10%	445	6%	2,519	9%
Returning Student (from previous semester)	11,675	55%	5,379	77%	17,004	60%

TABLE 8

ENROLLMENT BY ZIP CODE

DISTRIBUTION OF STUDENTS IN COUNTY QUADRANTS

Fall, 1976 VS. Fall, 1982

SUMMARY

Quadrant	Fall, 1976 Enrollment		Fall, 1982 Enrollment		Percent Change from 1976 to 1982
	No.	% of total in quadrants	No.	% of total in quadrants	
Northwest	6423	24.5%	7202	25.6%	+12%
Northeast	7163	27.3%	7500	26.6%	+ 5%
Southwest	7058	26.9%	6297	22.3%	-12%
Southeast	5571	21.2%	4940	17.5%	-12%

NOTE: NW = Census tract series 1700, 1800, & 1900 approximately.
NE = Census tract series 1200 & one-half of 1300 approximately.
SW = Census tract series 1600 and one-half of 1500 approximately.
SE = Census tract series 1400 and parts of 1300 and 1500.

TABLE 8a

ENROLLMENT BY ZIP CODE AND COUNTY QUADRANTS
FALL, 1982 AND PERCENT CHANGE FROM FALL 1976

Quadrant/ Zip Code	ACCD Enrollment Fall, 1982 Number	Percent	Percent Change** Fall'76-Fall '82	Census Tract Series
NORTHWEST				
78201	1309	4.6%	- 8%	1800*
78213	923	3.3%	- 12%	1900*
78228	1605	5.7%	- 17%	1700*
78229	543	1.9%	+ 26%	1800
78230	573	2.0%	+ 33%	1900
78231	87	0.3%	+ 118%	1900
78232	395	1.4%	+ 165%	1900
78238	558	2.0%	+ 32%	1700
78240	429	1.5%	+ 31%	1800
78248	17	0.1%	+ 67%	1900
78249	169	0.6%	+ 109%	1800
78250	308	1.1%	+3750%	1700
78251	173	0.6%	+ 268%	1700
78253	25	0.1%	+2400%	1700
78254	9	<0.1%	--	1700
78255	24	0.1%	+ 33%	1800
78256	23	0.1%	--	1800
78257	7	<0.1%	+ 0%	1900
78258	9	<0.1%	--	1900
78260	16	0.1%	+1500%	1900
Total NW	7202	25.6%	+ 12%	
SOUTHWEST				
78207	1054	3.7%	- 27%	1100*
78211	562	2.0%	- 23%	1500
78224	307	1.1%	- 13%	1500
78225	441	1.6%	- 7%	1500
78226	266	.9%	- 14%	1500
78227	1378	4.9%	- 12%	1600
78236	231	.8%	+ 57%	1600
78237	792	2.8%	- 25%	1600
78241	23	< 0.1%	- .4%	1600
78242	762	2.7%	- .4%	1600
78243	66	0.2%	--	1600
78245	408	1.4%	+ 116%	1700*
78252	4	<0.1%	--	1600
78264	3	<0.1%	--	1500*
Total SW	6297	22.3%	- 12%	

*Denotes zip codes which are bisected by census tract series boundary.

**Caution should be used in the interpretation of percentages based on small numbers.

TABLE 8b

ENROLLMENT BY ZIP CODE AND COUNTY QUADRANTS
FALL, 1982 AND PERCENT CHANGE FROM FALL, 1976

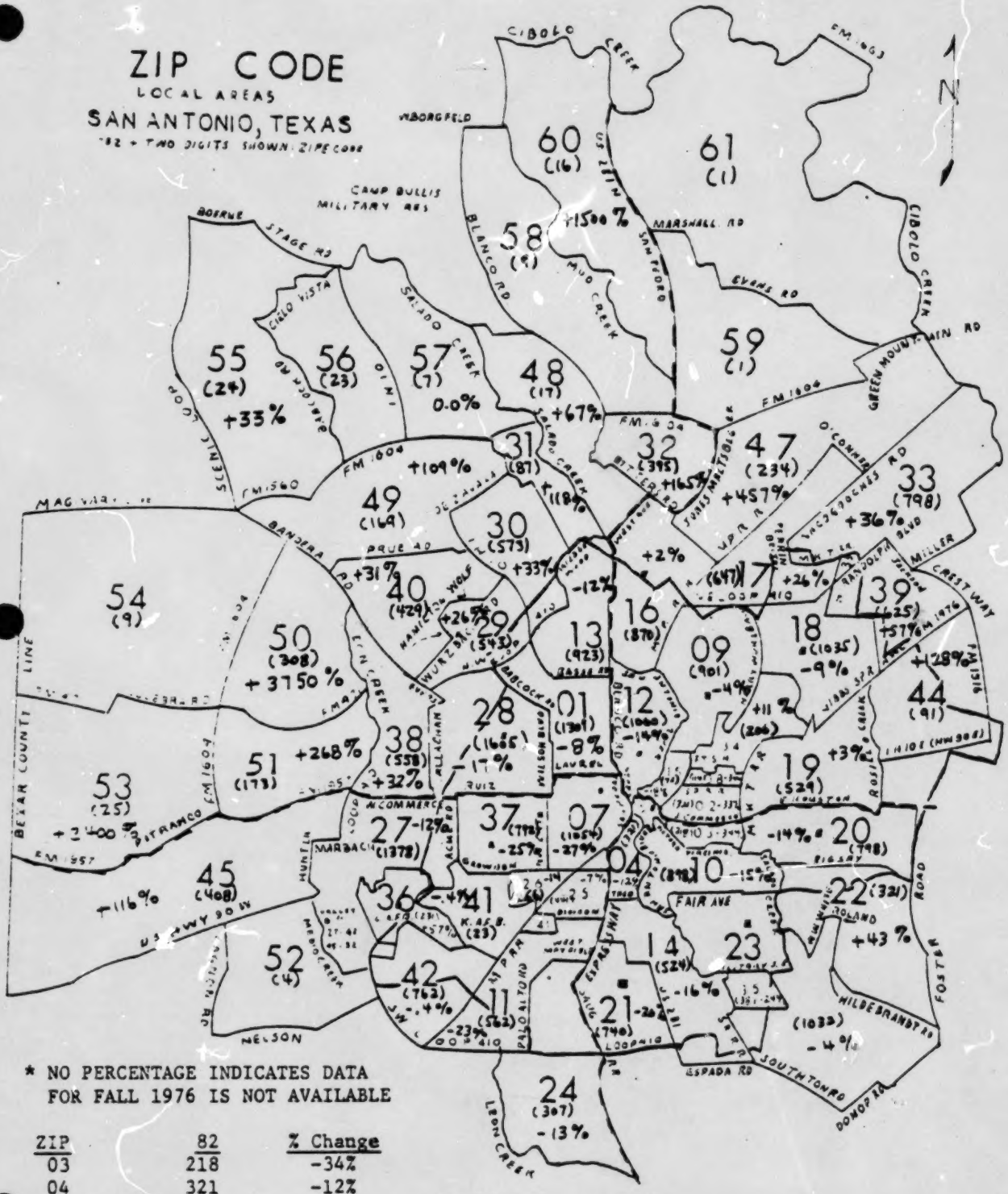
Quadrant/ Zip Code	ACCD Enrollment Fall, 1982 Number	Percent	Percent Change** Fall '76-Fall '82	Census Tract Series
NORTHEAST				
78202	321	1.1%	- 33%	1300
78208	114	0.4%	- 34%	1300
78209	901	3.2%	- 4%	1200
78212	1060	3.8%	- 14%	1200*
78215	72	0.3%	- 18%	1300*
78216	870	3.1%	+ 2%	1200*
78217	647	2.3%	+ 26%	1200
78218	1035	3.8%	- 9%	1200
78219	529	1.9%	+ 3%	1300
78233	798	2.8%	+ 36%	1200
78234	206	.7%	+ 11%	1200*
78239	625	2.2%	+ 57%	1200
78244	86	.3%	+ 128%	1300
78247	234	.8%	+ 457%	1200
78259	1	<0.1%	--	1200
78261	1	<0.1%	--	1200
Total NE	7500	26.6%	+ 5%	
SOUTHEAST				
78203	218	0.8%	- 34%	1300
78204	321	1.0%	- 12%	1500*
78205	28	<0.1%	- 10%	1100
78210	898	3.0%	- 15%	1400*
78214	524	1.9%	- 16%	1500*
78220	798	2.8%	- 14%	1300
78221	740	2.6%	- 20%	1500
78222	321	1.1%	+ 43%	1400
78223	1032	3.7%	- 4%	1400
78235	38	.1%	- 24%	1400
78263	19	<.1%	+ 533%	1400*
78264	3	<.1%	--	1500*
Total SE	4940	17.5%	- 12%	

*Denotes zip codes which are bisected by census tract series boundary.

**Caution should be used in the interpretation of percentages based on small numbers.

FIGURE 1

ENROLLMENT BY ZIP CODE FALL, 1982
WITH PERCENTAGES OF CHANGE FROM FALL 1976



* NO PERCENTAGE INDICATES DATA FOR FALL 1976 IS NOT AVAILABLE

ZIP	82	% Change
03	218	-34%
04	321	-12%
05	28	-10%
06	3	-40%
08	114	-34%
25	441	- 7%

BEST COPY AVAILABLE

TABLE 9

DEMOGRAPHIC SUMMARY BY CENSUS TRACT SERIES
BEXAR COUNTY, 1980

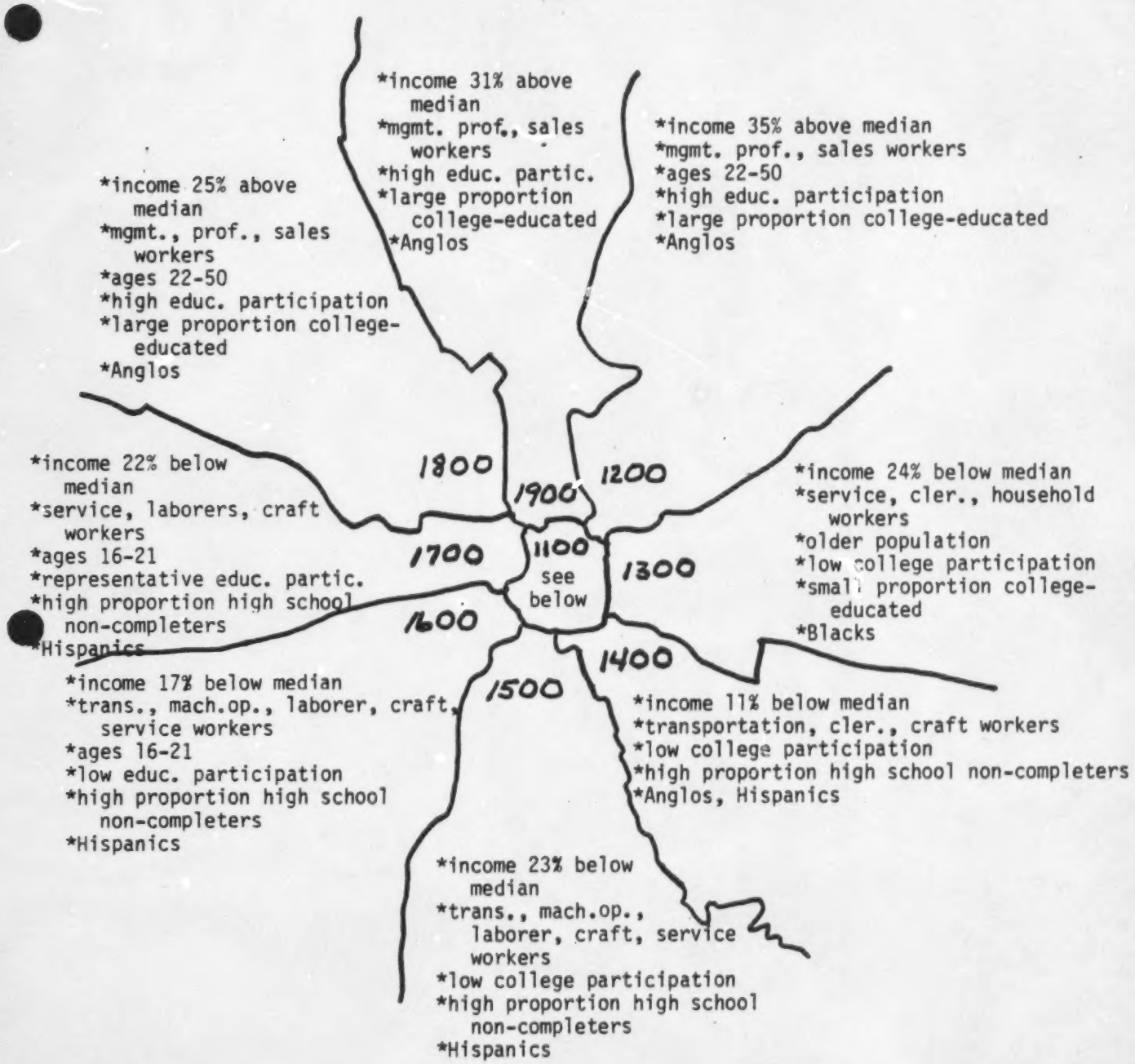
CENSUS TRACT SERIES	% OF COUNTY POPULATION AGE 16 & OVER	RACIAL/ETHNIC GROUPS PERSONS 16 YRS. & OLDER % HISPANIC	% BLACK	% ANGLO	COLLEGE-GOING AGE GROUPS % OF BEXAR COUNTY AGE GROUP TOTALS 16-21	22-30	31-50	51 & over	AVERAGE HOUSEHOLD INCOME RELATIVE TO COUNTY MEDIAN (Median = $15,085)
1100	3.0%	70%	8%	21%	2.7%	3.0%	2.2%	4.0%	$ 6,651 (56% below)
1200	18.0%	13%	5%	79%	15.1%	18.1%	21.1%	16.3%	20,422 (35% above)
1300	8.1%	21%	44%	29%	7.8%	7.0%	7.9%	9.4%	11,456 (24% below)
1400	7.3%	42%	4%	54%	6.2%	7.2%	6.6%	8.6%	13,360 (11% below)
1500	10.0%	73%	1%	26%	10.6%	9.2%	9.6%	10.6%	11,574 (23% below)
1600	12.2%	58%	5%	35%	19.6%	13.6%	10.6%	8.6%	12,448 (17% below)
1700	13.2%	72%	6%	21%	15.3%	12.7%	13.1%	12.3%	11,834 (22% below)
1800	16.6%	30%	2%	67%	12.8%	18.6%	17.9%	15.7%	18,905 (25% above)
1900	11.7%	33%	1%	65%	9.9%	10.6%	11.1%	14.4%	19,707 (31% above)

	PREDOMINANT OCCUPATIONAL AREAS	EDUCATIONAL PARTICIPATION % OF COUNTY ENROLLMENT HIGH SCHOOL	COLLEGE	YEARS OF SCHOOL COMPLETED Persons Age 25+ ELEM.	HS 1-3	HS 4	COL 1-3	COL 4+
1100	Service 22%; Clerical 13%; Mach. Op. 10%	1.9%	2.1%	50.0%	15.1%	17.2%	10.2%	7.5%
1200	Mgmt, 16%; Prof. 16%; Clerical 20%; Sales 15%	16.9%	20.7%	6.2%	8.0%	30.9%	26.1%	28.8%
1300	Service 19%; Clerical 17%; Craft/Repair 14%	9.0%	6.3%	25.5%	18.1%	30.8%	17.5%	8.1%
1400	Clerical 22%; Craft/Repair 17%; Service 10%	6.2%	4.7%	26.8%	18.5%	34.4%	14.1%	6.3%
1500	Craft/Repair 19%; Cler. 18%; Svc. 15%; Mach.Op. 11%	11.6%	5.7%	44.4%	18.5%	25.8%	8.4%	2.8%
1600	Craft/Repair 18%; Cler. 17%; Svc. 14%; Mach.Op. 10%	12.6%	8.5%	36.8%	14.7%	29.5%	13.5%	5.5%
1700	Cler. 18%; Craft/Repair 17%; Svc. 16%; Sales 9%	16.0%	13.5%	42.6%	13.3%	26.0%	12.5%	5.7%
1800	Prof. 18%; Cler. 21%; Mgmt. 14%; Sales 13%	15.3%	23.5%	9.6%	10.1%	30.5%	23.4%	26.4%
1900	Prof. 16%; Cler. 18%; Mgmt. 15%; Sales 15%	10.5%	15.1%	15.7%	11.2%	27.6%	20.9%	24.7%

SOURCE: BUREAU OF THE CENSUS, 1980

Figure 2

MAJOR DEMOGRAPHIC CONCENTRATIONS
BEXAR COUNTY CENSUS TRACT SERIES
1980



1100 Series
*income 56% below median
*service, cler. workers
*older population
*high proportion high school non-completers
*Hispanics

ACCD STUDENTS: WHY DO THEY COME? (Cont'd)

Currently favored areas of study are reflected in Table 10, "Top Ten Subject Majors." When related subject majors are grouped together, major enrollment patterns begin to emerge. At San Antonio College, computer/data processing majors account for almost twelve percent (12%) of the total college enrollment, with health careers (including pre-med, nursing, and allied health programs) running close behind at ten percent (10%). Health careers are also popular at SPC, where the programs account for almost eleven percent (11%) of enrollment, followed by automotive and diesel programs at ten percent (10%). The fast-growing hospitality management programs claim a growing SPC enrollment share as well. Business administration, business technology, and the secretarial sciences attract large numbers of students at both colleges.

It is informative to compare this data and that provided in Table 10 to surveys reporting intended college majors and career choices of Bexar County high school students. For example, of 10,000 students responding to questions on the PSAT/NMSQT (October, 1981), almost 20% indicated that they would major in business, while 14% looked toward majors in health and medical professions, and 13% preferred engineering. With respect to career aspirations, the most popular choices were as follows:

Health and Medical Professions	14.5%
Business	13.1%
Engineering	11.5%
Education	6.4%

A 1982 Explorer survey of local high school students (N = 68,259) indicated that the most popular areas of career interest were the following:

Computer/Data Processing	3.2% (2187)
Accounting	2.0% (1338)
Secretarial	2.0% (1408)
Engineering	1.9% (1290)
Business Management	1.9% (1316)
Medicine	1.9% (1302)

These indications from potential District students give helpful guidance in program planning; and when compared with strong ACCD programs currently available, they indicate that the colleges are "close to the mark" in providing educational opportunities in areas of interest to students and the community.

ACCD STUDENTS: WHY DO THEY LEAVE?

Surveys of "non-returning" students are regularly conducted at SAC and SPC in order to ascertain the factors affecting students' decisions about re-enrollment. Representative of the findings are those reported in a study (conducted by the SAC student follow-up office) of all San Antonio College nonreturning students. Selected for the survey were students enrolled in Fall, 1980, but not enrolled in Spring, 1981. Of the 8300 students identified as nonreturners, 2414 returned the survey questionnaire, producing a 29.1% return rate. The self-reported data are summarized in Table 11.

TABLE 10

TOP TEN SUBJECT MAJORS

SAN ANTONIO COLLEGE AND ST. PHILIP'S COLLEGE

Fall Semester, 1982

SUBJECT MAJOR	# OF STUDENTS	% OF COLLEGE ENROLLMENT
San Antonio College		
Business Administration	3,079	14.3%
Computer Programming	1,842	8.7%
Nursing (Degree Program)	1,072	5.0%
Business Technology	718	3.4%
Engineering	707	3.3%
Teacher Training	613	2.9%
Computer Operations	604	2.8%
Mid-Management	572	2.7%
Nursing (RN Program)	536	2.5%
Electronics	436	2.1%
St. Philip's College		
Business Administration	353	5.1%
Auto Line Mechanics	352	5.1%
Vocational Nursing	341	4.9%
Business Management	306	4.4%
Electrician	288	4.2%
Digital Electronics Technician	237	3.4%
Welding	223	3.2%
Upholstery	197	2.8%
Accounting Technology	195	2.8%
A & P Mechanics	187	2.7%

ACCD STUDENTS: WHY DO THEY LEAVE? (Con'd)

TABLE 11

REASONS FOR NONRETURN
San Antonio College--Spring, 1981

MULTIPLE RESPONSE ITEM	AFFIRMATIVE RESPONSES #	%
Conflicting job hours	424	15.5%
Financial reasons	371	13.6%
Completed needed courses	364	13.3%
Other personal/family reasons	302	10.1%
Transferred to another college	257	9.4%
Grade problems	184	6.7%
Personal/family illness or injury	134	4.9%
Change of residence	114	4.2%
Dissatisfied with instruction	97	3.6%
Transportation problems	76	2.8%
Found job in related occupation	69	2.5%
Dissatisfied with course content	63	2.3%

SOURCE: Office of Occupational Information and Student Follow-Up, San Antonio College, 1982.

As may be readily observed, the reasons given for nonreturn are not entirely negative (e.g., "Completed needed courses" and college/univeristy transfer); nor are the factors always within the college's realm of control. However, the surveys do provide information which may be used in strengthening student services and improving instruction. Supplementing the responses from nonreturning students is data gathered from all students at registration. Included on the Student Educational Intent (SEI) form is information regarding "self-declared special needs" of students. The Fall'82 SEI survey at SAC produced expressions of need for (1) financial aid (3,562 students or 66.4% of those responding); (2) assistance with basic reading and math skills (1,081 or 20.1%); (3) child care (463 or 8.6%); (4) services to students with limited English proficiency (203 or 3.9%); and (5) assistance for the physically impaired (59 or 1.1%). Similar needs have been expressed at St. Philip's, where financial aid and developmental instruction are also frequently cited priorities.

PART II: FACULTY

The Alamo Community College District is served by seven hundred thirty-two (732) full-time faculty members, five hundred fourteen (514) at San Antonio College and two hundred eighteen (218) at St. Philip's College. In addition, the colleges employ over seven hundred part-time faculty members. This discussion will focus, however, on the group engaged in full-time positions.

The faculties of the colleges are tremendously diverse groups, not only in terms of their subject matter expertise, but also in terms of their work assignments and the lengths of their annual contracts. Included in the faculty ranks are counselors, librarians, and department chairmen as well as full-time classroom teachers.

Despite that diversity, several descriptions of the faculty groups may be relevant to the formulation of strategic plans for the District. First, the ACCD faculties are highly experienced. The mean for years of experience with the District is 10.1 years, and 122 faculty members (17.5%) have been with the District for fifteen years or more. The mean for years of faculty experience is 7.8 years at St. Philip's and 11.1 years at SAC. The experience levels of the faculties, combined with their relatively young age (the mean is 46.5, and only ten percent are over sixty), have significant implications for faculty salary commitments in the future.

Due to the age of the institutions, the high experience factor, and relatively low turnover, the colleges also have a high percentage of faculty members with tenure. The percentages of tenured faculty are 75.1% for SAC, 52.3% for SPC and 68.3% for the District as a whole.

The ACCD faculty salary schedule has been a subject of much recent discussion and of growing concern. In years past, salaries for SAC and SPC faculty members were competitive with those at similar institutions across the state. Recently, however, there has been a precipitous decline in the ranking of ACCD salaries in comparison to the forty-seven Texas community college districts. As indicated in the position paper on District finance, a major contributor to that decline was a budgeting practice which allowed the accumulation of surplus funds that were transferred at year-end to reserves rather than being allocated at the beginning of the fiscal year to upgrade the faculty salary schedule.

The percentage of the ACCD's total annual expenditures which is attributable to direct instruction is above the state average. Thus, in addition to improvements in the budgeting process, there is an apparent need to focus attention on certain indicators of institutional efficiency in the use of human and fiscal resources. As the institutional research capacity is developed, it will be important to monitor more closely the student/faculty ratios, faculty work loads, class size, and other variables related to the cost of instruction.

A display of faculty salaries, showing lowest, highest, and average salaries for each faculty level and rank, is provided in Table 12.

TABLE 12

FACULTY SALARIES*
LOWEST, HIGHEST, AND AVERAGE SALARIES
BY FACULTY LEVEL AND RANK
January, 1983

Level	Rank	N	Lowest Salary	Highest Salary	Average Salary
B.A.	Instructor	40	$14,845	$21,869	$18,223
	Assistant Prof.	—	———	———	———
	Associate Prof.	—	———	———	———
	Professor	—	———	———	———
	Lab Instructor	5	15,523	22,978	19,712
	Summary for Level	45	$14,845	$22,978	$18,388
M.A.	Instructor	85	$15,522	$26,981	$19,821
	Assistant Prof.	49	19,272	32,212	24,714
	Associate Prof.	16	25,238	28,687	27,270
	Professor	—	———	———	———
	Lab Instructor	—	———	———	———
	Summary for Level	150	$15,522	$32,212	$22,214
M.A.+ 12 hrs.	Instructor	36	$16,200	$27,844	$19,581
	Assistant Prof.	71	19,272	27,218	23,345
	Associate Prof.	27	22,280	31,599	27,453
	Professor	2	30,896	30,896	30,896
	Lab Instructor	—	———	———	———
	Summary of Level	136	$16,200	$31,599	$23,275
M.A.+ 24 hrs.	Instructor	13	$18,234	$22,915	$20,159
	Assistant Prof.	25	19,950	28,080	23,402
	Associate Prof.	65	23,022	31,398	26,816
	Professor	5	28,871	31,758	31,180
	Lab Instructor	—	———	———	———
	Summary for Level	108	$18,234	$31,758	$25,426

Level	Rank	N	Lowest Salary	Highest Salary	Average Salary
M.A.+ 36 hrs.	Instructor	3	$21,624	$22,302	$21,899
	Assistant Prof.	23	21,306	26,478	23,123
	Associate Prof.	40	23,022	32,260	27,563
	Professor	62	27,814	32,620	30,441
	Lab Instructor	—	———	———	———
	Summary of Level	128	$21,306	$32,620	$28,026
M.A.+ 48 hrs.	Instructor	1	$———	$———	$22,980
	Assistant Prof.	15	21,984	25,986	23,874
	Associate Prof.	26	24,378	30,658	26,778
	Professor	37	27,322	33,975	31,794
	Lab Instructor	—	———	———	———
	Summary for Level	79	$21,984	$33,975	$28,528
Ph. D.	Instructor	3	$19,590	$27,605	$23,618
	Assistant Prof.	8	23,340	26,730	24,442
	Associate Prof.	13	25,056	30,165	27,760
	Professor	34	28,061	34,837	31,358
	Lab Instructor	—	———	———	———
	Summary for Level	58	$19,590	$34,837	$29,197

*Salaries are all adjusted to a nine month basis.

Source: Office of Institutional Research, Alamo Community College District

PART III: STRATEGIC PLANNING ISSUES

There are, of course, a large number of variables which might be analyzed in an effort to describe a community college district, especially one as large and complex as the ACCD. The selection of variables for discussion in this paper has been determined partially by requests and concerns of the Community Advisory Council membership and partially by the strategic issues under consideration. (Campus development and boundary expansion are examples.) It is important to recognize, however, that the discussions are also limited by the data which are -- and are not -- currently available. Institutional research, a critical complement to institutional planning, has not until very recently been given priority within the college district. Consequently, the complex work of establishing accurate and usable personnel and student data bases is still in progress, and certain kinds of information important to the assessment of institutional efficiency and effectiveness remain, at this point in time, illusive.

With the understanding, then, that the research is really never complete, and that planning must proceed on the basis of the best information presently available, several strategic issues may be extrapolated and summarized from the foregoing discussions.

ISSUES RELATED TO STUDENTS

Program Development. Strongly affecting students is the question of how the District may maintain and strengthen its capability to respond flexibly to student and community needs. The need to expand high-demand programs and to develop new ones has implications which reach far beyond the operating budget, affecting the allocation of space and human resources as well. For example, one of the challenges that comes with a highly-tenured faculty is the task of ensuring that the colleges have teachers in the areas where the students' needs and interests lie. With increasing student interest in occupational and technical programs, there is a possibility that an overabundance of tenured faculty in the liberal arts may be matched by a shortage in the technical areas.

Space. Another challenge in serving student needs is presented by the very real contraints imposed by space limitations on both college campuses. While some measures can be taken to improve space utilization, indications are that both SAC and SPC are very near (if not already beyond) capacity enrollment. One approach to resolution of space problems involves efforts to schedule on-campus classes at "non-traditional" times, including early morning, late afternoon, and weekends. A recent study of student attendance patterns confirms the existence of high volume attendance during the periods from 8:00 a.m. to 2:00 p.m. and 6:00 p.m. to 10:00 p.m., with a precipitous drop during the mid- and late afternoon hours. While efforts to improve the distribution will continue, a major shift seems unlikely.

Another method of accommodating community need has been the establishment of numerous off-campus instructional locations. Those locations and their student enrollments for Spring, 1983, are listed on Table 13. As indicated, SAC's thirteen (13) off-campus sites are serving 3,030 students, while SPC provides instruction to 1,254 students at eight (8) off-campus locations. In addition, a large number of continuing education classes are offered at sites throughout the county.

As may be observed from Table 13, the District's most important extension site is the ACCD-owned Southwest Center, located adjacent to East Kelly Air Force Base on property deeded to the District by the federal government. During the Fall '82 semester, SWC provided 150 credit classes from SAC and SPC for a total of 1,292 students. Additionally, twenty-nine (29) non-credit classes served 453 students. Twenty-five (25) departments from SAC and fourteen (14) from SPC offer classes at the Southwest Center, and four (4) SPC departments house their entire operation there. Most of the students attending classes at the Center (854 or 54% in Fall '82) are residents of the Southwest quadrant of Bexar County.

Table 13

OFF-CAMPUS SITES AND HEADCOUNT ENROLLMENT

San Antonio College and St. Philip's College
Spring, 1983

COLLEGE/SITE	ENROLLMENT
San Antonio College	
Brooks Air Force Base	34
Balcones Heights Fire Station	45
Civil Defense Building	16
Continuing Education Center	28
Child Development Center	12
Churchill High School	52
Electronic Security Command - Kelly AFB	14
Fort Sam Houston	85
Kelly Air Force Base	167
Lackland Air Force Base	430
Medina Base	33
Norris Technical Center	34
Plaza De Las Armas	23
Randolph Air Force Base	554
Roosevelt High School	90
San Antonio Police Department	41
Sutton Learning Center	20
St. Philip's College	294
Southwestern Bell Tel. Co.	38
Southwest Center	586
Swearingen Aviation Corp.	20
USAA Building	371
U. T. Health Sciences Center	43
	3,030

Table 13
(Cont'd)

COLLEGE/SITE	ENROLLMENT
St. Philip's College	
Fort Sam Houston	120*
Columbia Heights (Harlandale) BACT	55*
Kelly Air Force Base	54*
Lackland Air Force Base	515*
Medical Center Hospital	13
West End Multi-Service Center (AVANCE)	29*
Bergstrom Air Force Base	40
Southwest Center	738*
	1,254

*Denotes duplicated headcount

Obviously, the need for programs and for space to support them raises several strategic questions: Is there a justification for additional facilities? If so, what type of facilities are desirable, and where should they be located? What are the implications for the Southwest Center and for the maintenance of currently existing campuses?

Technology Impact. Even as emphasis is given to the space needs of high-demand programs, attention must be drawn to the impact of rapidly developing technologies--not only upon capital-intensive technical programs but on instruction and instructors in departments across the colleges. The planned allocation of resources must necessarily take into account the rapidity with which equipment, instructional delivery systems, and even personnel will become obsolete.

Student Services. Discussion in this paper and previous ones has indicated that student needs are not restricted to the instructional domain. A strategic course must also be set for the development of student support services, most particularly including financial aid, developmental studies, and adult basic education.

Transportation. Accessibility to campuses, both existing and potential, is a continuing concern. With respect to public transportation in San Antonio, a particular problem of access may be created by a transit system which provides few "cross-town" routes without a necessary transfer in the downtown area. However, conversations with transit system personnel indicate a willingness to work with the District in planning for adequate bus service to potential new college facilities, if and when the need should arise.

ISSUES RELATED TO FACULTY

Salaries. Due to lengthy experience with the District and high professional qualifications, a substantial number of faculty members are already near or beyond the top of the faculty salary schedule. Included in that group are individuals for whom retirement is an event in the distant future. Furthermore (and as related in previous discussion), the ACCD Board of Trustees has committed itself to bring ACCD faculty salaries back to a level competitive with the top ten (10) districts in Texas. While in this case the strategic course is perhaps set, the challenge of steering that course is a serious one. Efforts to allocate additional monies to salaries will necessarily be accompanied by discussions aimed at increasing effifiency and effectiveness.

Renewal. Further increases in the tenure ratios at SAC and SPC are expected over the next few years. As that occurs, and as the faculty ages, serious consideration must be given to the enhancement of opportunities for faculty development and renewal.

New Student Clientele. As students increasingly opt for studies in occupational and technical areas, it will be important to balance that trend by attracting new students to programs in the liberal arts and sciences. The large number of experienced and tenured arts and sciences faculty members lends emphasis to this issue; but it is important in any case, to support the mission of "comprehensive" addition of a new college or colleges would create new opportunities for use of existing faculty resources.

Priorities. An issue which cuts across all constituencies of the District -- both internal and external -- pertains to the necessity of attaching priorities to strategic concerns. Where should efforts and monies go first? That too is a strategic issue.

RESPONSE SHEET

STUDENTS AND FACULTY: FACTS AND FUTURES

Based on the information presented in this paper and in light of your own knowledge of the community, please respond to the following statements. Indicate the extent to which you agree or disagree by circling the appropriate number on the response scale:

1 = strongly disagree
2 = moderately disagree
3 = somewhat disagree
4 = (no opinion)
5 = somewhat agree
6 = moderately agree
7 = strongly agree

Space is provided for comments and suggestions following each set of related statements.

1. With respect to the major strategic issues related to ACCD students and faculty, the paper provides information adequate to serve as a basis for discussion. 1 2 3 4 5 6 7

   What additional information might be helpful?

   _____

   _____

   _____

   Comments: _____

   _____

   _____

   _____

   _____

   _____

2. In light of the information presented, please indicate the extent to which you would support an emphasis on recruitment efforts and services focused on the following:

a.	high school students and recent high school graduates	1	2	3	4	5	6	7
b.	adult students	1	2	3	4	5	6	7
c.	educationally disadvantaged individuals and groups	1	2	3	4	5	6	7
d.	"college-bound" individuals and groups	1	2	3	4	5	6	7
e.	low income individuals and groups	1	2	3	4	5	6	7
f.	minority groups	1	2	3	4	5	6	7
g.	individuals interested in job training and upgrading	1	2	3	4	5	6	7
h.	individuals interested in liberal arts and sciences study	1	2	3	4	5	6	7
i.	other (please specify)	1	2	3	4	5	6	7

_____

_____

Comments: _____

_____

_____

_____

_____

_____

3. In light of students' self-identified needs, emphasis should be given to strengthening student services, particularly financial aid, child care, and developmental/remedial assistance. 1 2 3 4 5 6 7

Comments: _____

_____

_____

4. As a means for improving efficiency, attention should be given to faculty-student ratios, faculty work loads, class size, and other variables related to the cost of construction. 1 2 3 4 5 6 7

Comments: _____

_____

_____

5. Given the information presented regarding faculty age, experience, and tenure ratios, priority should be placed on faculty development and renewal. 1 2 3 4 5 6 7

Comments: _____

_____

_____

6. A study of the potential impact of technology on instruction and instructors should be undertaken and should serve as the basis for a planned response. 1 2 3 4 5 6 7

Comments: _____

_____

_____

RESPONSE SHEET

Students and Faculty
Page 4

7. In your opinion, what are the two or three most significant faculty - and/or student-related priorities for the Alamo Community College District over the next five to ten years?

_____

_____

_____

_____

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_____

ALAMO COMMUNITY COLLEGE DISTRICT

STRATEGIC ISSUES: PRIORITIES FOR THE FUTURE

INTRODUCTION

Previous position papers have presented data and interpretive discussion concerning five major topics of concern to the Alamo Community College District: (1) Bexar County population characteristics and trends; (2) community economic and social priorities; (3) college enrollment potential; (4) needs and characteristics of the District's students and faculty; and (5) financial resources and alternatives. In turn, the members of the Community Advisory Council have responded to each of those position papers, both in written form and through group discussions.

The purpose of the present paper is to integrate and summarize the most salient data and the interim conclusions drawn from the responses of the Advisory Council and then to identify the strategic issues which have "risen to the surface" during the course of the Council's work. The format for the paper will consist of (1) a summary assessment of the present status of the community (as it interfaces with the community colleges) and of the college District itself; (2) a discussion of the implications of that assessment for the ACCD; and (3) a final section delineating the emergent strategic issues which appear to require a thoughtful, timely, and far-sighted response.

Part 1

ASSESSMENT OF PRESENT STATUS: THE COMMUNITY AND THE COMMUNITY COLLEGES

BEXAR COUNTY AND SAN ANTONIO

Population and Growth Activity. During the period from 1970 to 1980, the population of Bexar County increased 19.1%, and a further 20% increase is anticipated by 1990. The areas of most substantial growth have been in the 1200 and 1800 census tract sections, in the County's northeast and northwest quadrants, respectively. In light of commercial and residential development projects currently proposed or underway, that geographic trend is expected to persist. Some geographical balance in the growth picture may be maintained by planned development in the central city area.

Demographic Characteristics. Demographic studies using data from the 1980 Census indicate that San Antonio continues to be a community of striking contrasts. The fast-growing 1800, 1900, and 1200 census tract sections, all located north of a midline through the central city, are characterized by large numbers of college-educated citizens, many of whom work in management and professional positions. The average household income is well above the county median, and the areas are predominantly populated by Anglos. By contrast, the 1500, 1600, and 1700 census tract sections, extending to the south, southwest, and west from downtown, are predominantly Hispanic, with a high proportion of high school non-completers, large numbers of laborers, skilled workers, and service employees, and incomes well below the county median. To the east and southeast, census tract sections 1300 and 1400 (surrounding and served by St. Philip's College) share many of the same characteristics. The city's Black population tends to be concentrated in those areas.

The diversity of the educational needs which are associated with these demographic concentrations is reflected in comparisons of educational attainment. For example, persons age 25 and over who have completed only an elementary school education comprise 37-44% of the population in the census tracts sections of the southwest quadrant and 6-16% in the northern areas. On the other hand, the proportion of persons with at least a high school education is 37-49% in the southwest and 73-86% in the north.

Economic Development. In recent years, economic development has become a primary focus of collaborative community effort in San Antonio, with the objective of diversifying the city's economy, upgrading the occupational structure, and raising income levels. The "recruitment" of high technology industry is central to the strategy; but support for the traditional cornerstones of the economy -- tourism, hospitality, and the military -- remains critically important. Recognition is also given to the increasing impact of the South Texas Medical Center and to the development of international trade, especially with Mexico and other neighbors to the south.

Social Issues and Quality of Life. While San Antonio is a vibrant and growing city, it is still characterized by widespread poverty and its partner in circular relationship, undereducation. The struggle to combat those phenomena is inextricably tied to the efforts for economic development. Two conclusions derived from published discussions about San Antonio's economic development were offered in an earlier position paper:

> The first is that economic growth and health are widely understood to be an important prerequisite for improved quality of life. That is, careful planning for economic development will produce the industry, the jobs and the tax base which are essential to the support of education, vital human services, and cultural amenities. The second and parallel conclusion is that education (including training, research, and development) plays an absolutely critical role in supporting and enhancing positive growth. Industrial expansion, full employment in highly-skilled jobs, increases in personal income levels, and adult literacy, for example, are all tied to the capacity of local educational institutions to provide career preparation and development, job skill training and upgrading, and opportunities for competency-building in reading, writing, computing, thinking, and problem-solving.

ALAMO COMMUNITY COLLEGE DISTRICT

Students and Faculty. During each regular semester, the credit class enrollments at San Antonio College and St. Philip's College represent almost three percent (3%) of the total population of Bexar County. In addition, more than 20,000 citizens participate each year in non-credit classes offered through Continuing Education. More than nine thousand (33%) of the District's students are individuals residing outside the District's boundaries, yet within Bexar County, representing a 27% increase in out-of-District students from 1976 to 1982. During the same period, in-District enrollments declined by almost fourteen percent (14%). Enrollment by students from the northwest and northeast quadrants of Bexar County increased substantially, with proportional decreases in enrollment from the southwest and southeast.

In many respects, the ACCD students are a microcosm of the community, with nearly equal numbers of males and females, ages ranging from 16 to 73, and major representation of each of the city's three predominant racial/ethnic groups. (Matters of some concern are the slight underrepresentation of the Hispanic population District-wide and the relatively small number of females at St. Philip's College.)

Students majoring in the arts and sciences still outnumber those in the occupational and technical programs. During the past few years, however, enrollments in "OCC/TECH" have increased sharply, during a period of slight overall enrollment decline. That phenomenon is reflective of students' stated objectives, which are increasingly focused on career- and job-related education. The large numbers of "undecided" majors and of students who have already completed more than sixty (60) credit hours are indicative of the fact that ACCD's "lifelong learners" are pursuing diverse goals, only one of which is the associate degree.

The students are served by a stable, diverse, and highly-experienced faculty. Taken together, the high tenure ratio and relative youth of the faculty create certain challenges for the future, including the maintenance and improvement of salaries, faculty renewal, and the appropriate allocation of faculty members to serve areas of high student and community demand.

Programs. The ACCD's colleges offer an extensive array of instructional programs spanning the liberal arts and sciences, the occupational and technical fields, developmental and remedial studies, and continuing education. Through ongoing studies of student educational intent and labor market demands, continuous efforts are made to expand and/or develop programs congruent with community need. Recent gains in occupational and technical enrollments are indicative of the increasing need for employment-related training and for educational support of high technology industry. The current development of a High Technology High School at San Antonio College is in direct response to a request from the community for administrative services and instructional support. Fast-growing programs in data processing and new offerings in electronics and pre-engineering are also responsive to the "high-tech" trend. The popularity of the hotel, restaurant, and club management programs at St. Philip's College and the health careers programs at both colleges is directly tied to the importance of the hospitality and health care industries in the San Antonio economy. Other examples of the community/community college synergism abound.

Space and Facilities. Over the past decade, a lack of attention to the physical plant needs of the District has resulted in the imperative, during the current fiscal year, for a major commitment to capital improvement, safety projects, and facility maintenance. More than $2 million has been transferred from reserves to support those efforts.

The Alamo Community College District has the lowest number of assignable square feet of space per student of any community college district in Texas and almost fifty percent (50%) less than the statewide average. That fact is a matter of serious concern at a time when both colleges are serving near-capacity enrollments and when certain high-demand programs are being forced to turn away students. Efforts to deal with the problem include the planned move of District offices from the SAC campus to a new location, the internal reallocation of existing space, and attempts to promote classes scheduled during "nontraditional" time periods. Unfortunately, those measures can have only a limited impact on the District's capacity to address the unmet educational needs of the community.

Finance. For 1982-83, the ACCD's total general fund budget (including auxiliary enterprises) is just over $52 million. With the addition of $5.6 million in federal funds and $2.3 million in capital improvement projects, the total projected expenditures are nearly $60 million.

The cumulative effect of an historic lack of precision in the ACCD's budgeting practices has been the transfer at year-end of large amounts of surplus funds into reserves. That practice has produced at least two serious consequences: (1) a precipitous decline in ACCD faculty salary levels, relative to other Texas community college districts; and (2) a heavy dependence on earned interest from reserves as a source of revenue for the District. For the current fiscal year, in fact, interest income accounts for a greater proportion of the District's total Educational and General revenues (5.5%) than do local property taxes (4.4%).

During 1982-83, the Board of Trustees has approved major expenditures for capital equipment ($1.3 million), capital projects ($2.3 million), and construction of new District offices ($3 million), all of which are to be financed by monies transferred from the fund balances. In light of those needed commitments, and considering the realistic limits on the proportion of revenues which may be expected from state appropriations, the District is seeking to establish reasonable strategic "targets" for the proportional contribution of income from each of its major revenue sources.

When compared to Texas community college districts of similar age and/or size, the Alamo Community College District has by far the lowest percentage of income attributable to local taxes (5.3% in 1980-81, compared to 16% for Tarrant County and 21% for the Dallas County district). The low proportion, decreasing further each year, has resulted from two factors: (1) thirty-eight (38) years without a tax increase and (2) the fact that many of the fastest-growing areas of Bexar County are not encompassed within the existing geographical boundaries of the District.

Part 2

IMPLICATIONS FOR THE ALAMO COMMUNITY COLLEGE DISTRICT

With the following pages comes a shift toward thinking "in the future tense," as the discussion focuses on the challenges which will confront the Alamo Community District over the next five to ten years. Underlying the discussion are three major "cornerstones:" (1) the data (summarized above) which characterize the present status of the college District and the educational needs of its community; (2) the District's statements of Philosophy, Mission, and Goals; and (3) the emerging vision of the Community Advisory Council, the Board of Trustees, and the ACCD's professional educators regarding the future form and directions of the District. A key task in the discussion is the identification of "discrepancy needs;" that is, what are the factors which affect the District's ability to move forward from the present to the future, from "where we are" to "where we want to be?"

HUMAN RESOURCES

Available data on anticipated population growth and the ACCD's historic enrollment rate in Bexar County indicate that the ACCD must prepare to serve an additional five thousand (5,000) students by 1990, even if nothing is done to promote changes or expand boundaries. Appropriate program development, marketing, special services for the disadvantaged, availability of financial aid, and accessibility of adequate campus facilities will greatly increase that number.

Demographic comparisons of the ACCD student body to the county as a whole reveal a clear need to increase the proportion of Hispanic students and to renew and strengthen the District's efforts to serve the predominantly Hispanic population in the County's southwest quadrant. In that area (comprised of census tract sections 1500, 1600, and 1700), generally low levels of educational participation and attainment are linked to a low-wage occupational structure and, consequently, to income levels as much as twenty-three percent (23%) below the Bexar County median. At the same time, the southwest quadrant included in 1980 more than forty percent (40%) of the county's 16- to 21-year-olds, the traditional "college-age" group.

Unmet educational needs in the 1300 and 1400 census tract sections should be prime targets for the programs and services of St. Philip's College, which is located in their midst. Not to be ignored, of course, is the fast-growing population of educationally-motivated students residing in the northern sections of the county. Throughout the service area, emphasis should be given to programs and services suitable to the needs of part-time students and those older than the traditional "college age." In sum, accessibility to educational opportunity should be a guiding principle for the District's development efforts.

In order to serve this diverse population of students and the changing needs of the community, the District must plan strategically for the development and renewal of its faculty, for retraining and reallocation of faculty resources as necessary, and for improvement of faculty and staff salaries relative to those paid in comparable institutions or positions. These measures are essential to the maintenance of quality in educational programs and services.

PROGRAM DIRECTIONS

Two related concerns form the context for the ACCD's strategic decisions regarding the future development and/or expansion of instructional programs. First, based on community need, student demand, and priorities expressed by the Community Advisory Council, there is a clear imperative for development and expansion of occupational and technical education, with its special focus on career preparation and employment-related training. At the same time, however, care must be exercised to maintain a balanced curriculum, with a continuing commitment to high quality programs in the liberal arts and sciences and a strengthened effort to respond to the needs of academically underprepared students. Within the context of that concern for balance, it is possible to identify five major focal points for program development responsive to community needs.

High Technology. There exists a clear need for expansion and development of instructional programs in support of San Antonio's growing emphasis on high technology industry. The need cuts across the curricula of the colleges, including most particularly the sciences, mathematics, and the computer technologies, but also involving English (technical and research writing), philosophy (logic and ethics), and many of the technical areas. The continuing development of the High Technology High School will be an important activity at San Antonio College; and both colleges should devote efforts to the design of interdisciplinary or parallel programs which link the traditional arts and sciences to the new technologies.

Developmental Education. Widespread illiteracy, undereducation, and limited English proficiency are among the most profound challenges faced by San Antonio's educational institutions at every level. But the community colleges are uniquely qualified -- and therefore especially obligated -- to respond aggressively to the challenge. A comprehensive and well-coordinated program of developmental studies, including adult basic education, G.E.D. preparation, remedial opportunities, and English as a Second Language, must be a high priority for the Alamo Community College District.

Health Careers. Developing in tandem with the "high tech" phenomenon is a new emphasis on "high touch" fields, with health care among them. The growth of the South Texas Medical Center and related industries operationalize that emphasis in San Antonio, creating a growing market for graduates of the ACCD's health careers programs. In addition to the need to support and strengthen those programs, there are preliminary indications (based on informal discussions with the Board and staff of the South Texas Medical Center Foundation) of potential for a health professions high school which would be conceptually similar to the High Technology High School, currently scheduled to begin classes in September, 1983, on the San Antonio College campus.

Hospitality Management. San Antonio's hospitality industry, built around the city's long-standing attractiveness as a major destination for tourists, has experienced a significant expansion with recent additions of major hotel and restaurant facilities. With its hospitality management programs at St. Philip's College (including hotel, restaurant, and club management as well as chef apprenticeship training), the ACCD is in a good position to prepare the needed employees for that industry. To meet the need fully, however, a long-term commitment of space and other resources will be required.

Educational Needs of the Military. There is a growing demand for skilled young people to meet military needs in the future. Because of the ACCD's location in the midst of one of the largest military complexes in the country, there is also a significant opportunity for the development of partnerships in education and training efforts. The sheet metal apprenticeship training program at the Southwest Center, operated in cooperation with Kelly Air Force Base, and the data processing courses offered at Randolph Air Force Base are but two examples of the potential which exists.

SPACE/FACILITIES

Existing Campuses. The full and effective utilization of existing facilities at San Antonio College and St. Philip's College will require a dual approach. First, dollars must be invested in the continuous maintenance, upgrading, and beautification of the campuses. Second, effort must be devoted to the appropriate allocation and scheduling of available space, guided by student need. Despite that effort, however, any major increase in service would require the creation of new space.

For fiscal year 1982-83, a major commitment was made to remodeling and esthetic improvement of the Southwest Center facility. The nature of future development must be determined by decisions regarding the Center's future role and scope.

Additional Campuses. The near-capacity enrollments at San Antonio College and St. Philip's College, coupled with the growth and the educational needs of Bexar County, bring the Alamo Community College District to a point of momentous decision. If a major function of the District is to provide accessible educational opportunity to its constituents, then the addition of a new college or colleges may be a critical element in the strategic plan. Certainly by now the facts almost speak for themselves: a minimum of five thousand additional students anticipated by the end of the decade; constraints even now on the ability to serve students in high-demand programs; an underserved Southwest quadrant with pressing educational needs; a rapidly-growing college-bound population in the northern sectors of the county; and a community-wide recognition of the importance of educational support for economic development.

FINANCE

As the community college District looks toward the future, it must formulate a sound financial strategy, based on good management practice and the best available data. This discussion is primarily concerned with four components of that strategy: (1) policy positions regarding the proportional contributions from various major revenue sources to the total Educational and General budget; (2) policy positions on salaries for faculty and staff; (3) increased efficiency in the use of limited fiscal resources; and (4) expansion of the District's tax base.

Policy Positions on Proportional Contributions of Revenue. Given the opportunity to respond to a set of proposed financial policy positions, the Community Advisory Council has agreed in principle that the District should, as part of its long-range plan, establish general targets for the proportional contribution of income from its major revenue sources. Those target percentages should guide strategic decisionmaking, but they should not be rigidly enforced. Rather, an annual re-evaluation, based on current information, should be used to establish or update objectives for each successive fiscal year. The following guidelines should be interpreted in the context of that general intent.

* State appropriations are likely to contribute approximately seventy (70%) of the ACCD's total annual E&G revenues.

* Federal funds will provide a relatively small proportion of revenue and should be used to enhance the quality of programs and services rather than to support necessary and ongoing operations of the District.

* Unencumbered reserves should be maintained at a level equal to ten percent (10%) of E&G expenditures for each year, an amount sufficient to cover one month's expenses during a regular semester.

* Earned interest on fund balances, grants, and other income should be applied insofar as possible to enhance the quality of programs and services and/or to control educational costs to students.

* Given the policy positions already stated, and in light of the pressing educational needs of the community, there exists a clear need to increase the proportion of revenue contributed by local taxes. Through a combined approach, involving expansion of the tax base as well as judicious increases in the tax rate, the District should move toward a position where approximately fifteen percent (15%) of E&G revenues are contributed by local ad valorem taxes.

* In a community college system which attempts to serve large numbers of economically disadvantaged students, and at a time when federal financial aid is on the decline the District should seek to remain financially accessible. Income from student tuition and fees should therefore be maintained at a level near fifteen percent (15%) of annual E&G revenues. Major increases should occur only if other efforts to increase local revenues are unsuccessful. Maximal development and distribution of financial aid will help to ease the burden on students.

Policy Positions on Salaries for Faculty and Staff. Heartily endorsed by the Community Advisory Council was the objective of improving salaries for ACCD faculty and staff. Specifically, the following policy positions were affirmed:

* Faculty salaries should be ranked among the top ten of the forty-seven (47) community college districts in Texas.

* Staff salaries should be equivalent to the paid average in the labor market for comparable positions.

Improved Efficiency. The word efficiency is sometimes thought to be antithetical to concerns about quality in higher education. When limited resources are a constant reality, however, it is imperative that discussions about development and expansion be accompanied by efforts to assure the wisest possible use of public dollars. In the case of the community college District, both efficiency and effectiveness should be enhanced by efforts to grapple with issues including faculty-student ratios, faculty workloads, uses of part-time and temporary personnel, precision in budgeting, and the appropriate allocation and reallocation of existing resources.

Expansion of the Tax Base. All available indicators of growth activity in Bexar County and of enrollment trends for the ACCD point to the fact that the District will continue to serve rapidly increasing numbers of county residents who live outside the existing geographical boundaries of the District. That fact produces two major consequences. First, the District is geographically constrained in its ability to fulfill its mission by providing accessible and relevant programs and services to citizens throughout its service area. And second, the District is financially constrained by the limited growth in its present tax base, as constrasted with major growth in areas of the county which lie beyond the current taxing jurisdiction. In short, the District presently encompasses only sixty-six percent (66%) of the population of Bexar County and only fifty-two percent (52%) of the County's tax base.

By expanding its boundaries, either to the San Antonio city limits or to the Bexar County line, the District would achieve a 52% increase or a 93% increase (respectively) in its revenue from local taxes, even at the current tax rate ($.05 per $100 valuation). Even considering the revenue lost from the "out-of-District" fees currently assessed, the net gain in revenue would be substantial (e.g., a net gain of $1.38 million with County-wide expansion). In light of the other strategic directions outlined earlier, it is obvious that boundary expansion must be a critical element in the Alamo Community College District's plans for the future.

SUMMARY

Throughout the discussions of the present status and future directions of the community college District, several pervasive issues have been given recurrent emphasis. First, a major outcome of the deliberations of the Community Advisory Council has been a strong endorsement of the philosophy and mission of the "comprehensive community college." That endorsement is implicit in the Council's affirmation of the need for (1) a community-wide perspective; (2) credit and noncredit program offerings which span the occupational and technical fields, the liberal arts and sciences, and developmental studies; and (3) services which address the needs of "nontraditional" as well as "traditional" college students.

A second emphasis has been on two key words as necessary and desirable descriptors of community college education: accessibility (geographic, economic, and academic) and flexibility in responding to student and community needs. Finally, the concern perhaps most frequently expressed has been for the enhancement of quality during a period of anticipated growth. The maintenance and development of existing campuses, the support and improvement of current programs, and the pressing need to deal proactively with the impact of technology on both programs and personnel are important and related issues. Those concerns must be balanced with the emerging mandate to expand facilities and programs in areas which are currently underserved. It is only by striking that thoughtful balance that the Alamo Community College District can fully succeed in its mission to provide "opportunity with excellence."

Part 3

STRATEGIC RECOMMENDATIONS

Delineated in the previous section were a number of "discrepancy needs" which must be addressed as the Alamo Community College District determines to anticipate and shape its future. The ability of the District to respond to those needs ultimately depends on strategic decisions pertaining to the maintenance, allocation, and expansion of its human, physical, and financial resources. Guided by those three general concerns, the discussion which follows will set forth a series of strategic recommendations for consideration by the Community Advisory Council and the District's Board of Trustees.

MAINTENANCE OF EXISTING RESOURCES

An inventory of the ACCD's major resources must certainly include its students, its faculty and staff, and its existing campus facilities. Plans for the future must include efforts to support and develop those resources. Toward that end, the following recommendations are proposed:

Student Services. Attention should be given to improvement of counseling, maximal development and distribution of financial aid, and support services for educationally underprepared students.

Faculty and Staff. The Board of Trustees should pursue its multi-year commitment to bring ACCD faculty salaries to a level which places them among the top ten of the forty-seven (47) community college districts in Texas. Salary schedules for classified, professional, and administrative staff should be regularly studied in comparison to the paid averages in the labor market for similar positions; and timely steps should be taken to rectify discrepancies. In addition, the administration should be asked to implement a relevant and well-focused program for faculty and staff development, with major input by affected groups and with objectives targeting the areas of greatest need.

Programs. Regular program evaluation and/or task force studies should identify needs for program maintenance, improvement, expansion or deletion. The process of updating curricula, equipment, laboratories, and instructional delivery systems should become an increasingly integral part of institutional planning and operational routine.

Campus Facilities. Immediate steps should be taken to create long-range master plans for the San Antonio College and St. Philip's College campuses, paving the way for the full development and use of those facilities. The plans should address the need for esthetic improvements, future requirements for parking, and the feasibility of creating new classroom and office space. A sound program for preventive maintenance is a clear necessity.

The future role and scope of the Southwest Center will be profoundly affected by decisions regarding the need for and location of a potential new college or colleges. In any event -- whether the SWC is to be a full-service college or an extension facility for the other colleges -- a long-range plan should be developed.

REALLOCATION OF RESOURCES

The guiding purpose of resource reallocation is to shift personnel, space assignment, and budget dollars to the areas of greatest student and community need. Identified in Part 2 were five general program directions which should be given emphasis: (1) high technology; (2) developmental education; (3) health careers; (4) hospitality management; and (5) educational partnerships with the military.

With the proper use of an annual planning process, with increased efficiency in the expenditure of resources, and with the flexibility gained through employee attrition, reallocation should occur without disruption and without violating the objective of maintaining a balanced and comprehensive curriculum. An annual reassessment of resource needs will help to insure that balance.

EXPANSION OF RESOURCES

The ACCD's principal opportunities for resource expansion lie in (1) an increase in the local property tax base; (2) an increase in the tax rate; and (3) upgrading existing campuses and developing new ones. Strategic recommendations pertaining to each of those possibilities are offered below.

Boundary Expansion. Immediate action should be taken to increase the tax base of the ACCD through expansion of District boundaries. Efforts during the current Texas legislative session should be aimed at passage of measures which would allow the Board of Trustees to call an election regarding annexation of new territory, either to the city limits or to the county line. Due to concern about dilution of minority voting strength, provisions should be made for election of Trustees from single-member districts.

Local Tax Rate. The administration and the Board of Trustees should develop a sound and judicious plan for increasing the local *ad valorem* tax rate in order to produce revenues needed for improvement of salaries and enhancement of quality in instructional programs. The plan should produce a substantial increase in the proportional contribution of local taxes to total annual income (the general long-range target being 15% of revenues); and it should be reviewed annually. The first phase should be implemented in fiscal year 1983-84. The impact of re-appraisal will need to be assessed and will affect the actual tax rates required to meet these objectives.

Campus Development. The Board of Trustees should move expeditiously to develop plans for a campus to serve the 1500, 1600, and 1700 census tract sections in the southwest quadrant of the city. While the plans should provide for comprehensive educational programs and services, they should take into account the special needs of that area for adult basic education, developmental education, English as a Second Language, and career ladder programs which would serve to update the area's occupational structure and income level. Planning for a bond program and review of potential sites for the facility could commence almost immediately, and classes could begin by Fall, 1985.

If the site selected for the new campus is other than the present location of the Southwest Center, then the Board should anticipate the SWC's continued use as an extension facility for all campuses -- and especially for programs which require the kind of large, open spaces available there. In any event, the location of the Southwest Center should be an important factor in the site selection process.

Any proposed financing program and timeline for campus development should include provisions for implementing the campus master plans for San Antonio College and St. Philip's College. To neglect those needs while giving exclusive attention to new construction would amount to poor stewardship of a major public investment.

Finally, if efforts to expand District boundaries prove successful, the Board of Trustees should initiate planning for a second new campus in the northeast or north central sector of the county. The campus, financed by a second bond program, could be scheduled to open as early as Fall, 1987.

SEQUENCE OF EVENTS

If all of the foregoing recommendations are adopted, their implementation will depend on a sequence of events which might be tentatively outlined as follows:

* Secure legislation to provide options for boundary expansion to city limits or county line (March-May, 1983).

* Initiate site review and planning for a new southwest campus.

* Develop campus master plans for San Antonio College and St. Philip's College.

* Set the tax rate for 1983-84 at a level to support quality, salary gains, and program expansion (summer, 1983).

* Plan a bond program to finance new campus construction as well as upgrading of SAC and SPC. The program could involve a general obligation bond election, the structuring of a revenue bond issue, or both.

* Schedule an election on expansion of boundaries (April, 1984).

* If boundaries are expanded, initiate planning for a second new campus (northside) and a second bond program.

* If boundaries are not expanded, schedule an increase in out-of-District fees for Fall, 1984.

* Open southwest campus in Fall, 1985.

* If boundaries are expanded to Bexar County line, schedule an election for Trustees from single-member districts (April, 1986).

* Open northside campus in Fall, 1987.

* If boundaries are expanded to city limits, then Trustees must be elected from single-member districts following the 1990 Census in accord with State law.

The Alamo Community College District has a strong history of successes in serving the educational needs of San Antonio. The District now stands at a critical juncture with respect to its future growth, its commitment to high quality education, and its role in community efforts toward economic development and enhancement of the quality of life. Given strategic direction, determination, and community support, the District can provide both excellence and access in its "opportunity colleges" -- in and for San Antonio.

RESPONSE SHEET

Page 2

STUDENT SERVICES (page 10)

a. Emphasis on counseling, financial aid, and support services for educationally underprepared students. 1 2 3 4 5 6 7

Comments: _____

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FACULTY AND STAFF (page 10)

b. Improvement of faculty salaries. 1 2 3 4 5 6 7

c. Improvement of staff salaries. 1 2 3 4 5 6 7

d. Implementation of a well-focused faculty/staff development program. 1 2 3 4 5 6 7

Comments: _____

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PROGRAMS (pages 10 and 11)

e. Use of program evaluation and/or task force studies to identify needs for maintenance, improvement, expansion, or deletion; use of annual planning process to address those needs. 1 2 3 4 5 6 7

f. Appropriate reallocation of resources toward areas of greatest student and community need. 1 2 3 4 5 6 7

g. Emphasis on development and expansion in five (5) general program areas: high technology; developmental education; health careers; hospitality management and military-related training. 1 2 3 4 5 6 7

Comments: _____

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RESPONSE SHEET

BOUNDARY EXPANSION (page 11)

h.	Immediate action to expand the boundaries of the District.	1	2	3	4	5	6	7
i.	Passage of legislation which maintains two expansion options: (1) to city limits and (2) to county line. (Specify preference ____ city ____ county)	1	2	3	4	5	6	7
j.	Given necessary legislation, schedule public election on boundary expansion for Spring, 1984.	1	2	3	4	5	6	7
k.	Provision for election of Trustees from single-member districts.	1	2	3	4	5	6	7
l.	If boundary election is unsuccessful, implementation of increases in tuition and out-of-district fees for Fall, 1984.	1	2	3	4	5	6	7

Comments: _____

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LOCAL TAX RATE (page 11)

m.	Development of a tax plan to result in a substantial increase in the proportional contribution of local taxes to total income (general goal = 15% of revenue).	1	2	3	4	5	6	7
n.	Implementation of the first phase of the plan when the tax rate is set for 1983-84.	1	2	3	4	5	6	7

Comments: _____

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RESPONSE SHEET

STRATEGIC ISSUES: PRIORITIES FOR THE FUTURE

Based on the information presented in this paper and in light of your own knowledge and experience, please respond to the following statements. Indicate the extent to which you agree or disagree by circling the appropriate number on the response scale:

1 = strongly disagree
2 = moderately disagree
3 = somewhat disagree
4 = (no opinion)
5 = somewhat agree
6 = moderately agree
7 = strongly agree

Space is provided for comments and suggestions following each set of related statements.

1.	a.	The position paper provides an apparently accurate and appropriate summary (Part 1) of the present status of the ACCD and its community.	1	2	3	4	5	6	7
	b.	The position paper is "on target" with respect to the identification of "discrepancy needs" (Part 2) which should be addressed through strategic planning.	1	2	3	4	5	6	7
	c.	The position paper provides a clear and succinct presentation of proposed strategic recommendations (Part 3).	1	2	3	4	5	6	7

Comments: _____

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2. Listed below in abbreviated form (and with page numbers referring to the position paper) are the strategic recommendations set forth in the paper. For each item, please indicate the extent to which you would support its inclusion as an integral part of the ACCD's strategic plan.

RESPONSE SHEET

CAMPUS DEVELOPMENT (pages 11 and 12)

o. Immediate initiation of planning for site selection, design, and financing of a new campus in the southwest quadrant (opening Fall, 1985).	1	2	3	4	5	6	7
p. Immediate development of campus master plans for SAC and SPC.	1	2	3	4	5	6	7
Incorporation of SAC/SPC financing needs in bond program for new southwest campus.	1	2	3	4	5	6	7
q. Determination of future role and scope of the Southwest Center (contingent on location of the southwest campus) and incorporation of plans for its appropriate development.	1	2	3	4	5	6	7
r. Given expansion of District boundaries, initiation of planning for a second new campus in northeast or north central San Antonio (opening Fall, 1987).	1	2	3	4	5	6	7

Comments: _____

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3. On the whole, I generally concur with the strategic recommendations set forth in the position paper.	1	2	3	4	5	6	7

RESPONSE SHEET

4. Please add below any final comments you might wish to make about the work of the Advisory Council, the planning process, and/or the strategic plan.

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MAY 20 1983